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PUBLIC AWARENESS ABOUT MENTAL RETARDATION: A SURVEY AND ANALYSIS.

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The study was designed to identify the present status of public knowledge concerning mental retardation, and to relate certain population and demographic characteristics to the data. Data were collected through field interviews and questionnaires with precoded probable responses. Descriptive responses are presented for the sample of 1,515 subjects (46 tables). Analyses of the data are provided according to respondent variables of sex (22 tables), age (23), education (23), occupation (23), income (23), race (23), marital status (23), number of children (23), demography (23), geographic areas (10), and religion (23). An analysis of semantic differential (23 figures) and four tables on factor analysis are also included. The appendix gives the instrumentation for the study (including the questionnaire and keys for coding), provides two exhibits on prevalence/incidence, describes the sample design, and gives a bibliography of 36 entries. (BW)

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PUBLIC AWARENESS  
ABOUT  
MENTAL RETARDATION

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A SURVEY AND ANALYSIS



Dr. Henry Gottwald

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pursuant to a grant from the U.S. Office of Education,  
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PUBLIC AWARENESS ABOUT MENTAL RETARDATION:  
A SURVEY AND ANALYSIS

PROBLEM

Mental retardation is a major health, social, and economic problem to the entire nation. Unfortunately, it has been cloaked in an aura of myth and stigma that reflect a lack of knowledge and understanding. In turn, naivety and misunderstanding have impeded progress in legislation and/or new programs. To effectively combat this total problem, it is essential that the public become informed about mental retardation and the scope it presents. In 1962 the President's Committee on Mental Retardation recommended a large scale public information program to "alert the entire nation to the magnitude of this problem." Efforts to this effect have been conducted by the Department of Health, Education, and Welfare, the Joseph P. Kennedy Jr. Foundation, The National Association for Retarded Children, and other organizations. Never-the-less, there remains a paucity of data revealing the current status of public awareness about mental retardation.

Articles concerning public knowledge about and/or attitudes toward mental retardation have appeared in various publications; however, review of this literature indicates that these articles are characterized by discourse reflecting studies on small, select groups. The dearth on comprehensive studies involving public awareness about mental retardation indicates and supports the need for a project of this nature.

OBJECTIVES

The primary purpose of this study is to conduct an empirical survey identifying the current status of public knowledge about mental retardation. Concomitant objectives are (A) to elicit and/or discern what salience mental retardation has to the public; and (B) to identify and relate certain population and/or demographic characteristics to this data. Implications of the aforementioned information are readily apparent: by determining the current status of public awareness quantitatively and qualitatively; (1) Intelligent planning is facilitated,

and (2) the execution of long range programs is given direction.

Particular attention is focused upon:

1. What does the term "mental retardation" mean to the public?
2. What do people know about mental retardation?
  - a. Significance of the problem (incidence)
  - b. Causes of mental retardation
  - c. Prevention
  - d. Services or programs available
  - e. Potential or prognosis for mental retardates.
  - f. Range or degrees of retardation.
3. What are public perceptions of and/or attitudes toward mental retardation?
  - a. Institutionalization
  - b. Community Life
  - c. Education
  - d. Employment
  - e. Citizenship
    - (1) General Behavior
    - (2) Public responsibility
    - (3) Marriage
    - (4) Children
4. What are some variables effecting knowledge about mental retardation and/or attitudes toward mental retardation?
5. What are the various sources of information about mental retardation?
  - a. Personal contact
  - b. Communication media
    - (1) Television
    - (2) Newspapers
    - (3) Magazines
    - (4) Radio
    - (5) Other

### Related Research

Related research concerning public knowledge about and/or attitude toward mental retardation has appeared in various professional journals, particularly the American Journal on Mental Deficiency and the Journal of Exceptional Children. Appraisal of these efforts reveals a poverty of research concerning general public awareness and/or attitude about mental retardation. Also identified, is a general theme reflecting studies on small, select groups. Perhaps the most significantly related study was one sponsored by the Minnesota Association for Retarded Children and the Minnesota Department of Public Welfare entitled "A Survey of Public Information and Attitudes on Mental Retardation in Minnesota." This study attempted to assess public awareness and attitudes within that state.

Generally, related research efforts can be classified into three major categories: (1) studies related towards employment; (2) studies in parental and/or family attitudes; and, (3) studies in related professional fields and/or student attitudes. (Appropriate references are included in the bibliography).

The paucity of comprehensive research in public awareness and/or attitudes toward mental retardation assumes a much greater magnitude when compared (1) to recent efforts and expenditures directed at public enlightenment in this area; (2) to recent federal and local legislative efforts related to mental retardation; and (3) to the general volume of research in the area of mental retardation.

### Procedures

In cooperation with the Survey Research Service (SRS), a Division of the National Opinion Research Center (NORC), at the University of Chicago, a national modified probability sample of approximately 1515 subjects was drawn for the study. (A complete description of the sample design is listed and inserted in the Appendix.)

Instrumentation for the study was drafted and/or modified and incorporated into the questionnaire. (Complete instrumentation for this study is listed and included in the Appendix.) Pre-testing of the questionnaire was accomplished utilizing a primary sampling unit. Appropriate changes and/or modifications were made; and, where feasible, probable responses were pre-coded for field use. Codes for open-ended questions were also developed; however, these responses were recorded verbatim and later office-coded by trained personnel. (Codes are listed and included in the appendix).

Collection of data was done by field interview, using a staff of trained and experienced interviewers. Information was then transmitted to cards and prepared for analysis.

#### Analysis of Data

A study of this magnitude offers a virtually infinite number of possibilities for analysis. Practical considerations dictate limitations; however, it is felt that the most salient and meaningful data was identified and analyzed. Descriptive statistics, as well as measures of association and measures of differences between groups were employed to analyze the data. Various techniques were employed where the data supported the particular assumption of that test. The general format for reporting analysis of data follows:

- A. Generic presentation of total sample responses
- B. Analysis of data according to independent variables
  - 1. Sex
  - 2. Age
  - 3. Education
  - 4. Occupation
  - 5. Income
  - 6. Race
  - 7. Marital Status
  - 8. Number of Children
  - 9. Demographic data
  - 10. Geographic data
  - 11. Religion
- C. Analysis of Semantic Differential
  - 1. General analysis
  - 2. Factor analysis

# GENERIC PRESENTATION OF TOTAL RESPONSES

## Note:

In presenting the descriptive responses for the total population, the general format of the questionnaire is followed and the nature of the inquiry is stated.

## MEANING OF THE TERM "MENTAL RETARDATION":

The initial question in the field interview was an open-ended query asking "What does the phrase 'mentally retarded' mean to you?" As might be expected, responses were diverse; however, office coding catalogued answers into the categories presented in Table 1. Table 1A presents a cross section of supplementary descriptive responses utilized in elaborating the initial statements.

TABLE 1

## MEANING OF PHRASE "MENTALLY RETARDED" TO RESPONDENTS

Mentally Deficient Below Normal Intelligence	Mentally Deficient Due to Birth Injury, Defects, Brain Damage	Mentally Deficient Due to other reasons	Slow learner or Incapable of Learning	Lack Judgement, Maturity, Responsibility	Mentally Ill	Not right, Sick	Miscellaneous	Don't Know or Irrelevant Answer	No Response		
464	215	13	276	15	99	111	287	100	227	=	N
30.6	14.2	.9	18.2	1.0	6.5	7.3	19.2	6.6	1.4	=	%

Number of responses = 1601  
(Includes multiple responses)

Percentage based upon response frequency  
relative to sample size (N=1515)



Almost half of the respondents (45%) described the phrase "mentally retarded" in terms of "mental deficiency", many of them giving supplementary information. Inspection of the Tables 1 and 1A show that multiple responses increase the aggregate total beyond the sample size (N = 1515). All of the responses reflected mental ineptitude and/or problems with learning. Inspection of Table 1 also shows that erroneous and/or confused responses are well evident. Of particular interest in Table 1A is the fact that only one point one percent (1.1%) of the population attempted to differentiate in terms of the amount of or degree of mental retardation.

TABLE 1A  
SUPPLEMENTAL PHRASES AND/OR COMMENTS  
ABOUT THE TERM "MENTALLY RETARDED"

Unable to support self	Need care, help, treatment	Physical appear- ance Handicapped	Can be trained for some things	Distinguishes levels 'Not: all alike'	Expression of Sympathy
123	99	97	15	16	71
8.1	6.5	6.4	1.0	1.1	4.7

Response N = 421

Percentage based on sample N = 1515

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION:

Respondents were asked whether or not they had heard/read anything about mental retardation in the past few months. Table 2 indicates that 69% of the sample answered affirmatively; Table 2A identifies the sources of information for these respondents. Again, multiple responses exceed the sample size; however, percentages are stated against the total population (N = 1515). Television was easily the most frequently mentioned media of communication (50%), with newspapers (36%) and magazines (28%) in rank order.

Four hundred sixty-nine (31%) of the sample group indicated that they had not hear nor read of mental retardation in the past few months. This group was then asked whether they had ever heard of mental retardation (Table 2B).

TABLE 2  
RESPONDENTS WHO HEARD OR READ ABOUT MENTAL  
RETARDATION IN LAST FEW MONTHS

Yes	No	
1046	469	N = 1515
69.0	31.0	% = 100

TABLE 2A  
SOURCES OF INFORMATION ABOUT MENTAL RETARDATION  
(FOR 1046 "YES" RESPONDENTS)

Newspapers	Magazines	Books	Radio	Television	Movies	Lectures or talks	Conversation	Other	Deleted	
550	427	76	215	757	28	65	214	281	84	=N
36.3	28.2	5.0	14.2	50.0	1.8	4.3	14.1	18.5	5.4	=%

Response N = 2695  
Percentage based upon sample size N = 1515

TABLE 2B  
HAS SUBJECT EVER HEARD OF MENTAL RETARDATION ?  
(ASKED 469 "NO" RESPONSES)

Yes	No
386	84
25.5	5.5

Response N = 469  
Percentage based upon sample size N = 1515  
(At this point, these 84 people were deleted from further questions involving Mental Retardation)

Most of the respondents answered affirmatively; however, 84 persons stated that they had never heard of mental retardation.

At this point, THESE 84 PEOPLE WERE DELETED FROM FURTHER QUESTIONING IN THE STUDY. A profile of this population (Table 18) is listed and presented at the end of this section.

### INCIDENCE OF MENTAL RETARDATION

Respondents were asked to estimate the incidence of mental retardation per 1000 population. The same question was then also posed for blindness, cerebral palsy, polio, and rheumatic heart disease.

Note: This item was motivated by the current national campaign to promote public awareness about mental retardation. One advertisement indicates that the incidence of mental retardation is equal to twice the sum of the other afflictions combined. (See Exhibit A in appendix.)

TABLE 3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISORDERS  
(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty-Four (10-24)	Twenty-Five-Forty-Nine (10-49)	Fifty-Ninety-Nine (50-99)	One Hundred-Two Hundred Ninety-Nine (200-299)	Three Hundred & Over (300+)	Don't Know	Deleted
Mental Retardation	1 11.4	173 11.4	85 5.6	293 19.3	494 32.6	141 9.3	82 5.4	94 6.2	34 2.2	34 2.3	84 5.5
Blindness	3 .1	283 18.6	179 11.8	355 23.4	279 18.4	121 1.9	50 3.3	68 4.4	23 1.5	70 4.6	84 5.5
Cerebral Palsy	7 .4	286 18.8	206 13.5	320 21.1	265 17.4	100 6.6	57 3.7	49 3.2	15 .9	126 1.7	84 5.5
Paralytic Polio	16 1.0	410 27.0	214 14.1	273 18.0	213 14.0	99 6.5	58 3.8	36 2.3	12 .7	100 6.6	84 5.5
Rheumatic Heart Disease	6 .3	169 11.1	174 11.4	307 20.2	345 22.7	148 9.7	77 14.9	88 5.8	27 1.7	90 6.0	84 5.5

Response N = 1515  
Percentage = 100%

Inspection of Table 3 reveals the naivete of respondents in terms of incidence for all the aforementioned disability areas. (See exhibit B in appendix.) In focus with the topic of this study, it appears few people recognize the fact that there are approximately 6 million retarded people in the United States. (See exhibit C in appendix.)

Not directly visible in Table 3 is the tendency for respondents to answer in terms of "round numbers" (one, five, ten, twenty-five, fifty, etc.). With the exception of the lowest range (2-4 people per 1000), spread ranges are heavily dominated by the lowest figure indicated (which is a round number).

#### CAUSES OF MENTAL RETARDATION

In identifying the most common causes of mental retardation, respondents most frequently mentioned birth injury (40%), followed by adverse prenatal factors (30%) and heredity (27%). Again, multiple answers exceed the number of respondents; however, percentages are computed on the frequency mentioned in the total sample population.

TABLE 4

#### CAUSES OF MENTAL RETARDATION (AS IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/Illness	Accident/ Trauma	Pre-Natal Factors	Other	Don't Know	Irrelevant Response	No Answer To Question	Deleted	
410	604	251	226	447	378	166	94	12	84	=N
27.1	39.9	16.6	14.9	29.5	25.0	11.0	6.2	.7	5.5	=%

Response N = 2670  
(Includes Multiple Response)

Percentage based upon N = 1515

# PREVENTION OF MENTAL RETARDATION

The question "Can mental retardation be prevented?" was posed to respondents. Table 5 indicates the tabulation on this query. It is interesting to note that over half (51%) of the total sample answered negatively!

TABLE 5  
CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response	Deleted	
641	778	12	84	N = 1515
42.3	51.4	.9	5.5	% = 100

"Yes" respondents were requested to indicate means by which mental retardation could be prevented.

TABLE 5A  
HOW TO PREVENT MENTAL RETARDATION  
(BASED UPON 641 "YES" RESPONSES)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parents	Better Diet/ Nutrition	Research	Vague Responses Re: Parents Habits	Religion	P.K.U. Test	Other	Don't Know	
249	77	19	23	49	40	4	50	99	92	=N
16.4	5.1	1.3	1.5	3.2	2.6	.3	3.3	6.5	6.1	=%

Response N = 702

Percentage based upon N = 1515

Prenatal care (16.4%) and better obstetrics (5%) were the major specifics that were identified. Research (3.2%) and general confidence in doctors/science (6.1%) indicate a composite 9.3% of the total sample are optimistic about the prevention of mental retardation but cannot identify means of doing so. Fifty respondents (3.3%) specifically named testing for phenylketonuria (P.K.U.). A surprisingly low



number of respondents, 19 (1.3% of the sample), mentioned the sterilization of unfit parents as a measure.

# 'SOCIAL WORTH' OF THE MENTALLY RETARDED

Respondents were requested to rate the mentally retarded on a number of "social worth" factors indicating proportionate groupings under a number of roles.

TABLE 6  
PERCEPTIONS OF SOCIAL WORTH OF MENTAL RETARDATEES  
(AS INDICATED BY RESPONDENTS)

What proportion of retardates would make good:	Almost All	Most	Some	Only Few	None	Don't Know	Not Answered	Deleted	
Employees	139 9.2	321 21.2	633 41.8	282 18.6	37 2.4	16 1.1	3 .2	84 5.5	=N =%
Neighbors	251 16.6	477 31.5	465 30.7	181 11.9	24 1.6	29 1.9	4 .3	84 5.5	
Friends	259 17.1	408 26.9	478 31.6	217 14.3	31 2.0	31 2.0	7 .5	84 5.5	
Citizens	296 19.5	450 29.7	427 28.2	188 12.4	36 2.4	29 1.9	5 .3	84 5.5	
Parents	52 3.4	105 6.9	358 23.6	455 30.0	385 25.4	68 4.5	8 .6	84 5.5	
Husbands/ Wives	58 3.8	135 8.9	419 27.7	447 29.5	288 19.0	78 5.1	6 .5	84 5.5	

Response N = 1515

Percentage = 100%

As might be expected, on a five point scale the central rank was well represented. When considering the mentally retarded as employees, there was a fairly equitable distribution. Favorable polarities were reflected when identifying the mentally retarded as good friends (44%),

neighbors (48%), and citizens (41%). However, a complete reversal was evident when the mentally retarded were evaluated as poor parents (55%) and poor husbands/wives (49%).

# PARTICIPATION IN VARIOUS ACTIVITIES/FUNCTIONS/ROLES

A series of potential roles/functions/activities were presented to respondents. They were then requested to indicate approval or disapproval regarding participation of mentally retarded individuals in the identified capacities.

TABLE 7

## RESPONDENTS ATTITUDE TOWARDS VARIOUS ROLES/ ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should mentally retarded indi- viduals:	Yes	No	Don't Know	Didn't Answer Question	Excluded	
Go Downtown Alone	447 29.5	883 58.3	97 6.4	4 .3	84 5.5	=N =%
Get Medical Care At Regular Hospitals	1167 77.0	236 15.6	26 1.7	2 .2	84 5.5	
Use Public Beaches and/or Playgrounds	1080 71.3	303 20.0	42 2.8	6 .5	84 5.5	
Drink Liquor	102 6.7	1269 83.8	57 3.8	3 .3	84 5.5	
Drive A Car	184 12.1	1174 77.5	69 4.6	4 .3	84 5.5	
Vote	570 37.6	742 49.0	113 7.5	6 .5	84 5.5	
Marry	487 32.1	817 53.9	121 8.0	6 .5	84 5.5	
Have A Family (Children)	300 19.8	1002 66.1	125 8.3	4 .3	84 5.5	
Response N = 1515						
Percentage = 100%						

Positive responses were elicited in terms of utilizing public facilities and/or hospitals. The drinking liquor received an overwhelming "no" vote (84%). Other negative responses were going downtown alone (58%), driving (78%), voting (49%), marriage (54%), and having a family (66%).

An attempt to obtain amplification on the "no" responses was made by asking respondents to relate reasons for their negative attitudes. These answers were then coded according to the nature of the concern: i.e. concern for the mentally retarded person; concern for others (society); or concern for both the mentally retarded person and others.

TABLE 7A  
REASONS FOR "NO" RESPONSES ON TABLE 7

Respondent Concerned Over Retardates Health/Safety	Respondent Concerned About Others (Harmed by Retardate)	Respondent Equally Con- cerned About Retardate/ Others	Answer Cannot Be Evaluated In These Terms	
420	123	193	603	=N
27.7	8.4	12.7	39.8	=%

Response N = 1344

Percentage based upon N = 1515

Most of the specific responses indicated concern for the mentally retarded individual (28%). Unfortunately, 40% of the responses were extremely diverse and could not be evaluated under the aforementioned terms, nor could they be coded differently.

# IDENTIFICATION OF SERVICES AVAILABLE FOR THE MENTALLY RETARDED

Respondents were asked to identify local or State services which were available for mentally retarded persons. Education (49%), clinics or

TABLE 8

## IDENTIFICATION OF LOCAL AND STATE SERVICES AVAILABLE TO HELP MENTALLY RETARDED PEOPLE

School/Education	Institutions	Hospitals/Clinics	Associations For Retarded Children	Social Agency	Church	Other	Don't Know	Deleted	
740	476	504	124	139	57	212	169	84	=N
48.8	31.4	33.3	8.2	9.2	3.8	14.0	11.2	5.5	=%

Response N = 2505

Percentage based upon N = 1515

hospitals (33%), and institutions (31%) were the services most frequently mentioned. A total of 17% of the sample did not identify any service available for the mentally retarded. Multiple responses again increase the total number of services mentioned beyond the sample size.

## RANKING OF SERVICES FOR THE MENTALLY RETARDED

Subsequent to identifying services for the mentally retarded (Table 8), respondents were given a list of seven potential services and requested to identify the three most important ones in rank order (Table 9). Education was unquestionably ranked as the most important service with research in second place. Job training centers and parent-counselling received considerable mention, while institutions, foster homes, and day-care centers, in rank order, completed the sequence.

Whether in individual or in aggregate form (combined first, second, and third most important mentions), the sequence identified remained constant.

TABLE 9

RATING OF MOST IMPORTANT SERVICES FOR THE  
MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Re- tardates	Institutions	Centers Where Re- tardates Can Learn Jobs	Day Care Centers	Deleted	
Most	591	408	34	140	70	157	13	84	N = 1497
Important	39.0	26.9	2.2	9.2	4.6	10.4	.9	5.5	= %
Second Most	417	328	61	254	60	270	25	84	N = 1499
Important	27.5	21.7	4.0	16.8	4.0	17.8	1.7	5.5	= %
Third Most	171	258	90	291	97	430	75	84	N = 1496
Important	11.3	17.0	5.9	19.2	6.4	28.4	5.0	5.5	= %
Aggregrate	1179	994	185	645	227	657	113	=N	
1st, 2nd, and 3rd Mentions	77.8	65.6	12.2	42.5	14.9	43.3	7.4	=%	

Percentage based upon N = 1515

KNOWLEDGE OF GROUPS OR ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Respondents were asked whether they had heard of any group or organization that was working to help the mentally retarded. Responses are indicated in Table 10. "Yes" respondents were then asked to identify the groups or

TABLE 10

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP  
THE MENTALLY RETARDED

Yes	No	Deleted	
849	583	84	=N
56.0	38.5	5.5	=%
Response N = 1515			
Percentage = 100%			



TABLE 10A

IDENTIFICATION OF GROUPS/ASSOCIATIONS  
(BASED UPON 849 "YES" RESPONSES)

Association For Retarded Children	Kennedy Foundation	Council For Excep- tional Children	Church	Service Organizations	Other	Don't Know	
164	102	15	52	120	284	248	=N
10.8	6.7	1.0	3.5	7.9	18.7	16.4	=%

Response N = 985

Percentage based upon N = 1515

TABLE 10B

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP  
THE MENTALLY RETARDED  
(BASED UPON 849 "YES" RESPONSES)

Yes	No	
378	471	=N
25.0	31.1	=%

Response N = 849

Percentage based upon N = 1515

TABLE 10C

ROLE PLAYED BY RESPONDENT

Give Money	Time	Direct Service	Other	
273	149	65	21	=N
19.0	9.8	4.3	1.4	=%

Response N = 508

Percentage based upon N. = 1515

associations with which they were familiar (Table 10A). Of 985 organizations mentioned, 284 could not be coded. These were primarily local groups indigenous to an area. A large percentage of the sample (16%) had heard of groups or organizations working to help the mentally retarded, but could not identify any at the time of the interview. Associations for Retarded Children (11%), various Service Organizations (8%), and the Joseph P. Kennedy, Jr. Foundation (7%) were most frequently named. Again, multiple responses surpassed the stated number of "yes" respondents.

Respondents were then questioned about whether they or their families had been in a program or drive to help the mentally retarded, and if the answer was affirmative, they were asked to identify their particular role. (Tables 10B and 10C) Major involvement reflected the donation of either time and/or money. Only 21 people (1.4%) had ever donated direct service!

#### RANKING THE MENTALLY RETARDED ON ATTITUDES

Respondents were given a card with a number of statements reflecting popular beliefs or attitudes about the mentally retarded. They were instructed to assign appropriate proportions of the mentally retarded to each of the various statements. Inspection of Table 11 indicates a central tendency in ranking retardates on these attitudes. There is an absence of any major discrepancy in extreme polarities with most of the responses reflecting what could be interpreted as a slightly favorable attitude towards the mentally retarded.

#### MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

A list of statements relative to mental retardation was read to each respondent in an attempt to elicit the extent of agreement or disagreement with each individual statement. Response alternatives were (1) strongly agree (2) agree (3) don't know (4) disagree (5) strongly disagree. The statements and responses are indicated in Table 12.

TABLE 11  
GROUPING OF THE MENTALLY RETARDED  
ON VARIOUS STATEMENTS

What Proportion of of Mental Retardates:	Almost All	Most	Some	Few	None	Don't Know	Not Answered	Deleted	
Look Dif- ferently	259 17.1	322 21.3	454 30.0	329 21.7	53 3.5	14 .9	0 .0	84 5.5	=N =%
Are Mentally Ill or Insane	60 4.0	104 6.9	406 26.8	661 43.6	107 7.1	88 5.8	5 .4	84 5.5	
Can Live "Normal" Lives	156 10.3	498 32.9	517 34.1	213 14.1	23 1.5	19 1.3	5 .4	84 5.5	
Should Be In Institutions	51 3.4	117 7.7	531 35.0	640 42.2	47 3.1	40 2.6	5 .4	84 5.5	
Had Mentally Retarded Par- ents	15 1.0	48 3.2	374 24.7	680 44.9	138 9.1	172 11.4	4 .3	84 5.5	
Can Have Normal Child- ren	123 8.1	223 14.7	390 25.7	335 22.1	150 9.9	205 13.5	5 .3	84 5.5	
Should Be Cared For At Home	136 9.0	370 24.4	552 36.4	271 17.9	71 4.7	26 1.7	5 .43	84 5.5	
Can Be Self- Supporting	68 4.5	297 19.6	586 38.7	385 25.4	67 4.4	24 1.6	4 .3	84 5.5	
Cannot Ever Learn To Do Anything For Themselves	24 1.6	65 4.3	318 21.0	914 60.3	87 5.7	23 1.5	0 .0	84 5.5	

Response N = 1515

Percentage = 100%

Continued:

Strong polarities in agreement indicated: that (1) mentally retarded children have the right to education, (2) that parents of mentally retarded children can have other normal children, and (3) that parents should allow their normal children to play with mentally retarded youngsters.

TABLE 12

AGREEMENT UPON MISCELLANEOUS STATEMENTS  
REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't Know	Not Answered	Deleted	
MR Never Know They Differ From Other People	92 6.1	452 29.8	681 45.0	153 10.1	52 3.4	1 .1	84 5.5	=N =%
MR Children Have A Right To Public Education	451 29.8	777 51.3	150 9.9	36 2.4	12 .8	5 .4	84 5.5	
A MR Adult Living In Neighborhood Would Tend To Lower Property Values	16 1.1	113 7.5	713 47.1	554 36.6	33 2.2	2 .2	84 5.5	
Programs For MR Are Too Expensive In Re- lation To What the MR Gains From Them	29 1.9	161 10.6	691 45.6	431 28.4	119 7.9	0 .0	84 5.5	
A MR Youth Should Not Expect To Par- ticipate in Teenage Community Activities	20 1.3	305 20.1	802 52.9	233 15.4	69 4.6	2 .2	84 5.5	
You Can Usually Tell A MR By His Looks/ Appearance	123 8.1	634 41.8	515 34.0	136 9.0	23 1.5	0 .0	84 5.5	
Most Parents of MR Can Have Other Normal Children	536 35.4	803 53.0	41 2.7	12 .8	36 2.4	3 .2	84 5.5	
Parents Should Al- low Normal Child To Play With MR Child	305 20.1	931 61.5	144 9.5	8 .5	40 2.6	3 .2	84 5.5	
I Would Not Want My Child To Attend A School That Also Has Classes for MR Child.	16 1.1	122 8.1	772 51.0	498 32.9	21 1.4	2 .2	84 5.5	
Most People Feel Un- comfortable In The Presence of MR Person	94 6.2	738 48.7	480 31.7	79 5.2	37 2.4	3 .2	84 5.5	

Response N = 1515

Percentage = 100%

Interpreting strong polarities of disagreement, the respondents indicated they felt: (1) that a mentally retarded person living in the neighborhood would not lower property values, (2) that the expense of programs for the mentally retarded are not dissonant with what the mental retardate gains from them, and that (3) parents are willing to send their children to a school that also has classes for mentally retarded children.

Less strength in polarity was obtained on other statements; however, indications were that most respondents felt: (1) that mentally retarded individuals tend to know that they are different from normal people, (2) that mentally retarded youths should expect to participate in teenage community activities, (3) that a mentally retarded person can usually be identified by looks/appearance, and (4) that most people feel uncomfortable in the presence of a mentally retarded person.

#### RATING MENTALLY RETARDED PEOPLE ON ABILITY TO PERFORM VARIOUS FUNCTIONS

Respondents were given a list of functions reflecting various abilities. They were then instructed to indicate the proportion of the mentally retarded to which these statements applied (Table 13). Answers showed that respondents felt the vast majority of retardates could acquire self-care habits (feeding and dressing themselves). It was also believed that most could (1) acquire some academic skills, (2) learn to use public transportation, and (3) learn to do simple manual and/or physical skills (sew/dance). In contrast, respondents felt, however, that few retardates could learn to drive a car or could hold a regular job.

When respondents indicated the mentally retarded could hold a regular job, they were then questioned about the kind of jobs mentally retarded people could do. Answers based on the census code (listed and included in appendix) are displayed in Table 13A. Semi-skilled and unskilled occupations, as might be expected, were heavily favored.



TABLE 13

GROUPING THE MENTALLY RETARDED  
ON VARIOUS ROLES/ABILITIES

What proportion of mental retardates can:	Almost All	Most	Some	Few	None	Don't Know	Not Answered	Deleted	
Learn To Read and Write	229 15.1	504 33.3	521 34.4	151 10.0	4 .3	21 1.4	1 .1	84 5.5	=N =%
Learn To Add and Subtract	145 9.6	429 28.3	578 38.2	247 16.3	12 .8	19 1.3	1 .1	84 5.5	
Learn To Feed Themselves	505 33.3	685 45.2	200 13.2	33 2.2	1 .1	5 .3	2 .1	84 5.5	
Learn To Dress Themselves	451 29.8	681 45.0	239 15.8	49 3.2	1 .1	9 .6	1 .1	84 5.5	
Learn To Use Public Trans.	148 9.8	395 26.1	553 36.5	275 18.2	36 2.4	20 1.3	4 .3	84 5.5	
Learn To Do Simple Sewing	151 10.0	428 28.3	587 38.7	220 14.5	23 1.5	16 1.1	6 .4	84 5.5	
Learn To Drive A Car	34 2.2	95 6.3	429 28.3	506 33.4	319 21.1	46 3.0	2 .1	84 5.5	
Learn To Dance	205 13.5	438 28.9	478 31.6	251 16.6	34 2.2	23 1.5	2 .1	84 5.5	
Have A Regular Job	83 5.5	312 20.6	620 40.9	320 21.1	65 4.3	27 1.8	4 .3	84 5.5	

Response N = 1515

Percentage = 100%

"CURES" FOR MENTAL RETARDATION

The question "can mental retardation be cured?" was posed to respondents (Table 14). One hundred and eighty-seven respondents (12.3%) answered "yes". These affirmative respondents were subsequently asked to indicate how mental retardation could be cured (Table 14A).

Analysis of stated means for "curing" mental retardation indicates more optimism ("through research", etc.) than specific answers.

Phenylketonuria and/or early diagnosis and testing were mentioned

TABLE 13A

KIND OF JOBS MENTALLY RETARDED  
INDIVIDUALS CAN DO\*

Professional, Technical, and Kindred Workers	Farmers and Farm Managers	Managers, Officials, Proprietors (Excep. Farm)	Clerical and Kindred Workers	Sales Workers	Craftsmen, Fore- men, and Kindred Workers	Operatives and Kindred Workers	Service Workers Excep. Household	Farm Laborers and Foremen	Laborers, Except Farm and Mine	
27	5	0	227	53	118	538	465	116	249	=N
1.8	.3	.0	15.0	3.5	7.8	35.5	30.7	7.7	16.4	=%

Response N = 1798

Percentage based upon N = 1515

\*Based upon 1950 census code. See appendix for examples.

by 26 respondents (1.7%).

TABLE 14

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered	Deleted	
187	1229	16	84	=N
12.3	81.1	1.1	5.5	=%

Response N = 1515

Percentage = 100%

TABLE 14A

STATED AS "CURE" FOR MENTAL RETARDATION

PKU Test or Early Diagnosis and Treatment	Education, Training, Guidance	Kindness, Understanding	Medical Care/ Therapy	Psychiatric Care/Therapy	Research, Further Study	Patterning	Miscellaneous	Don't Know/ Uncodable Answers	
26	36	9	60	11	22	3	10	25	=N
1.7	2.4	.6	4.0	.7	1.5	.2	.7	1.7	=%

Response N = 202

Percentage based upon N = 1515

# SEMANTIC DIFFERENTIAL

Respondents were informed at this point in the interview that the topic would shift from the topic of mental retardation to normal people at this time. A semantic differential sheet of 16 combinations (mixed polarities) on a seven-point scale was presented. Respondents were then instructed on scoring in terms of how they might describe a normal person (Figure 1).

Upon completion of this task, respondents were asked whether they were thinking of a child or adult; a male or female (Table 15-15A). Data indicates that most respondents were thinking of an adult. Where a specific sex was mentioned, males outnumbered females by a three to one margin.

TABLE 15  
SEMANTIC DIFFERENTIAL  
NORMAL PERSON

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Didn't Answer	Deleted	
	69	924	164	252	2	20	84	=N
	4.6	61.0	10.8	16.6	.1	1.4	5.5	=%
Response N = 1515								
Percentage = 100%								

TABLE 15A

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Didn't Answer	Deleted	
	292	87	554	472	4	21	84	=N
	19.3	5.7	36.6	31.2	.3	1.6	5.5	=%
Response N = 1515								
Percentage = 100%								

When respondents were finished with the semantic differential for a normal person, the same material and questions were presented in terms of the mentally retarded person (Figure 1) (Table 16-16A)

TABLE 16  
SEMANTIC DIFFERENTIAL  
MENTALLY RETARDED PERSON

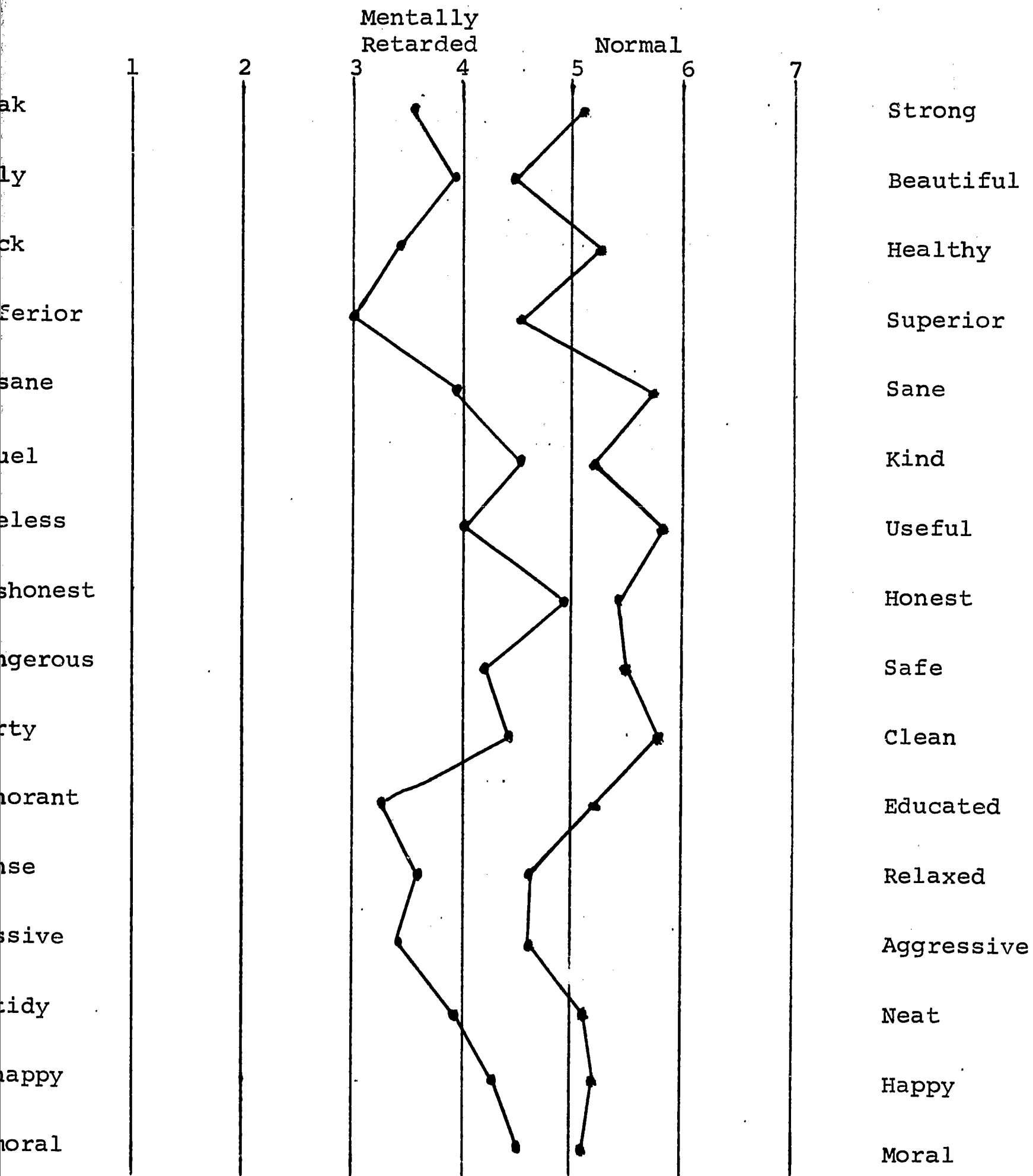
Respondent was thinking about:	Child	Adult	Both	No-Part	Don't Know	No Response	Deleted	
	535	396	242	224	4	29	84	=N
	35.3	26.2	16.0	14.8	.3	1.9	5.5	=%
Responses N = 1515								
Percentage = 100%								

TABLE 16A

Respondent was thinking about:	Male	Female	Both	No-Part	Don't Know	No Response	Deleted	
	310	128	556	401	5	31	84	=N
	20.5	8.4	36.7	26.5	.3	2.1	5.5	=%
Response N = 1515								
Percentage = 100%								

It is of interest to note that the image of the mentally retarded person as indicated by respondents favored a child. When sex was specified, males outnumbered females slightly better than two to one. The major obvious difference in image is reflected in terms of thinking about a normal adult versus a mentally retarded child.

Semantic Differential  
Total Population\*



\*See narrative section  
for statistical analysis

Figure 1



Figure 1 presents the composite scoring on the semantic differential. Analysis of this data indicates significance at the .01 level or greater in all cases!

ACQUAINTANCE WITH A MENTALLY RETARDED PERSON.

In response to a question regarding acquaintance with a mentally retarded person, 77% of the sample (N=1515) stated that they knew a person whom they thought to be mentally retarded. (Table 17). The relationship of this person is given in Table 17A.

TABLE 17

RESPONDENT'S ACQUAINTANCE  
WITH A MENTALLY RETARDED PERSON

Did respondent know a person he thought was mentally retarded?	Yes	No	No Response	Deleted	
	1167	260	4.	84	N=1515
	77.0	17.2	.3	5.5	%=100

TABLE 17A

IDENTIFICATION OF PERSON  
(Based upon 1167 "Yes" Responses)

Member of Immediate Family	Relative	Someone in Neighborhood	Friend of Family	Person at work or Related to Person at Work	Casual Acquaintance	Other	
58	181	379	253	73	203	67	=N
3.8	11.9	25.0	16.7	4.8	13.4	4.4	=%

Response (N) = 1167  
Percentage based upon N=1515

Tables 17B, 17C, 17D and 17E give additional information on the person as indicated by the respondents.

TABLE 17B  
SEX OF PERSON

Male	Female	No Response	
727	398	42	=N
48.0	26.3	2.8	=%

Response (N) = 1167  
Percentage based upon N=1515

TABLE 17C  
RESIDENCE OF PERSON

Home	Inst.	Don't Know	No Response	
955	155	37	20	=N
63.0	10.2	2.4	1.3	=%

Response (N) = 1167  
Percentage based upon N=1515

TABLE 17D  
EDUCATION/TRAINING OF PERSON

Did person attend Special Class?	Yes	No	Don't Know	No Resp	
	495	449	210	13	=N
	32.7	29.6	13.9	.9	=%

Response (N) = 1167  
Percentage based upon N=1515

TABLE 17E

Did Special Class Help?	Yes	No	Don't Know	No Response	
	371	39	83	2	=N
	24.5	2.6	5.5	11	=%

Response (N) = 495  
Percentage based on N=1515

TABLE 18

PROFILE OF SAMPLE POPULATION  
ON ELEVEN VARIABLES

18-A

POPULATION PROFILE  
VARIABLE: SEX

	Male	Female	
Total Sample	735	780	N=1515
	48.5	51.5	%=100
Respondents who never heard of Mental Re- tardation	46	38	N=84
	3.0	2.5	%=5.5

18-B

POPULATION PROFILE  
VARIABLE: AGE

	Twenty seven and under (27-18)	Twenty eight-thirty two (28-32)	Thirty three-thirty seven (33-37)	Thirty eight-forty two (38-42)	Forty three-forty seven (43-47)	Forty eight-fifty two (48-52)	Fifty three-fifty seven (53-57)	Fifty eight-sixty seven (58-67)	Over sixty seven (67+)	Refused/ Not answer	
Total Sample	206	159	150	158	160	132	121	215	206	8	N=1515
	13.5	10.4	9.9	10.4	10.5	8.7	7.9	14.1	13.5	.5	%=100%
Respondents who never heard of mental retarda- tion	7	11	6	3	5	5	6	12	27	2	N=84
	.5	.7	.4	.2	.3	.3	.4	.8	1.8	.1	%=5.5

18-C

POPULATION PROFILE

VARIABLE: EDUCATION

	No school - four years (0-4)	Five-Seven years (5-7)	Eight years (8)	One - three years High School (1-3 HS)	Completed High school	Some college	Completed college	Graduate or Prof. school	
Total Sample	71 4.6	121 8.0	171 11.3	317 20.9	423 27.9	248 16.4	79 5.2	85 5.6	N=1515 %=100
Respondents who never heard of mental retarda- tion	25 1.7	20 1.4	9 .6	14 .9	9 .6	5 .3	1 .1	1 .1	N=84 %=5.5

18-D

POPULATION PROFILE

VARIABLE: OCCUPATION\*

	Professional	Farmers and farm managers	Managers ex- cept farm	Clerical & kindred work- ers	Sales workers	Craftsmen	Operatives	Service Workers	Laborers	Not Established	
Total Sample	187 12.4	47 3.1	133 8.8	264 17.4	71 4.7	190 12.5	207 13.7	206 13.6	65 4.3	145 9.5	N = 1515 % = 100
Respondents who never heard of mental retarda- tion	0 0	1 .1	2 .1	5 .3	2 .1	9 .6	13 .9	21 .4	16 1.1	15 1.0	N = 84 % = 5.5

\*Based upon having worked in the stated  
capacity for one year or more

CURRENT STATUS OF POPULATION

	Full time Work	House- keeping	Retired	Other	
Total Sample	665 44	470 31	191 13	189 12	N=1515 %=100
Respondents who never heard of mental retarda- tion	21 1.4	29 1.9	13 .9	21 1.3	N=84 %=5.5

18-E

POPULATION PROFILE  
VARIABLE: TOTAL FAMILY INCOME

	Refused/ No answer	2999 and under	3000-3999	4000-4999	5000-5999	6000-6999	7000-7999	8000-9999	10,000- 14,999	15,000 or over	
Total Sample	238 2.5	272 18.0	113 7.5	134 8.8	150 9.9	144 9.5	137 9.0	201 13.3	222 14.7	104 6.9	N=1515 %=100
Respondents who never heard of mental retarda- tion	2 .1	38 2.5	15 1.0	7 .5	8 .5	6 .4	2 .1	3 .2	2 .1	1 .1	N=84 %=5.5

18-F

POPULATION PROFILE  
VARIABLE: RACE

	White	Negro	Other	
Total Sample	1303 86.0	201 13.3	11 .7	N=1515 %=100
Respondents who never heard of mental retarda- tion	56 3.6	28 1.9	0 0	N=84 %=5.5

18-G

POPULATION PROFILE  
VARIABLE: MARITAL STATUS

	Married	Widowed	Divorced & Separated	Single	
Total Sample	1199 79.1	142 9.3	63 4.1	111 7.3	N=1515 %=100
Respondents who never heard of mental retarda- tion	53 3.5	16 1.0	6 .4	9 .6	N=84 %=5.5



18-H

POPULATION PROFILE  
VARIABLE: NUMBER OF CHILDREN

	None (0)	One (1)	Two (2)	Three (3)	Four (4)	Five (5) and more	Not applicable or not answered	
Total Sample	178 11.7	225 14.9	356 23.5	251 16.6	150 9.9	207 13.6	148 9.7	N=1515 %=100
Respondents who never heard of mental retardation	13 .9	23 1.5	12 .8	10 .7	7 .5	8 .6	11 .7	N=84 %=5.5

18-I

POPULATION PROFILE  
VARIABLE: DEMOGRAPHIC

	10 largest metropolitan areas	Other metropolitan area	Counties with towns over 10,000	Counties with no town over 10,000	
Total Sample	369 24.4	617 40.7	248 16.4	281 18.5	N=1515 %=100
Respondents who never heard of mental retardation	12 .7	37 2.4	21 1.3	14 .9	N=84 %=5.5

18-J

POPULATION PROFILE

VARIABLE: GEOGRAPHIC

	New England	Middle Atlantic	East-North Central	West-North Central	South Atlantic	Southeast	Southwest	Mountain	Pacific	
Total Sample	84 5.5	284 18.7	294 19.4	132 8.7	218 14.4	82 5.4	181 11.9	50 3.3	190 12.5	N=1515 %=100
Respondents who never heard of mental retardation	2 .1	16 1.0	17 1.1	4 .2	9 .6	11 .7	16 1.0	0 .0	9 .6	N=84 %=5.5

18-K

POPULATION PROFILE

VARIABLE: RELIGION

	Protestant	Roman Catholic	Jewish	Other	None/ Not Answered	
Total Sample	1010 66.7	386 25.5	46 3.0	30 2.0	43 2.8	N=1515 %=100
Respondents who never heard of mental retardation	59 3.8	21 1.3	1 .1	2 .1	1 .1	N=84 %=5.5

ANALYSIS OF POPULATION PROFILE

Analysis of the population profile for the sample group (N=1431) and for the respondents who never heard of mental retardation (N=84) disclosed differences significant at the .01 level for the variables of: age, education, occupation, income, race, marital status, and number of children. Differences significant at the .05 level were evidenced for the variable of geography. No significant differences were found for the variables sex, demography and religion.

VARIABLE: SEX

SAMPLE DISTRIBUTION

The sample distribution for the variable "sex" is indicated in Table S-1. Since the spread is obviously dichotomous, data reflects the total population (without collapsing categories for tabular presentation) and the analysis mirrors the tables.

TABLE S-1

VARIABLE: SEX OF RESPONDENTS\*

Male	Female	
689	742	N=1431

\*Eighty-four (84) respondents who never heard of mental retardation were deleted.  
See Table 18.

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Tables S-2 and S-2a present data upon the number of people who have heard about mental retardation in the past few months and the sources of this information. No statistical significance was evidenced on these tables by the sex variable. Table 2S-b reflects the number of respondents who have not heard about mental retardation recently....but have heard about it at sometime.

TABLE S-2

HAS RESPONDENT HEARD / READ ABOUT MENTAL  
RETARDATION IN LAST FEW MONTHS?

	Yes	No
	499	190 = M
	546	196 = F
Male (M)	N = 689	
Female (F)	N = 742	

TABLE S-2A

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures / Talks	Family / Friends	Conversation and Other
259	177	33	114	344	10	27	89	148 = M
291	250	43	101	413	18	38	125	215 = F

Male (M) N = 1201\*

Female (F) N = 1494\*

\*Includes multiple responses

TABLE S-2B

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No
190	0
196	0

Male (M) N = 190

Female (F) N = 196

INCIDENCE OF MENTAL RETARDATION

Estimates of the incidence of various disability areas are displayed in Table S-3. Statistical significance (.01) between male and female responses were found when analyzing the area of mental retardation. (Since the focus of this study is upon mental retardation, other disability areas are not analyzed in this report)

CAUSES OF MENTAL RETARDATION

Statistical significance (.01) was found when causes of mental retardation were analyzed by the sex variable. As evidenced in Table S-4, female respondents were more cognizant of prenatal care and child birth as possible factors causing mental retardation than were their male counterparts.

TABLE S-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES  
(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty-Four (10-24)	Twenty-Five-Forty-Nine (25-49)	Fifty-Ninety-Nine (50-99)	One Hundred-Two Hundred Ninety-Nine (100-299)	Three Hundred & Over (300+)	Don't Know	
mental	0	104	56	153	193	67	46	41	12	17	=M
ardation	1	69	29	140	301	74	36	53	22	17	=F
ndness	2	183	103	139	118	56	19	26	7	36	
	1	100	76	216	161	65	31	42	16	35	
ebreal	5	157	117	137	108	41	25	18	6	75	
sy	2	129	89	183	157	59	32	31	9	51	
alytic	8	209	113	122	88	48	26	11	7	57	
io	8	201	101	151	125	51	32	25	5	43	
umatic	5	98	97	145	146	65	35	35	11	52	
rt Disease	1	71	77	162	199	83	42	53	16	38	

e (M) N = 689  
ale (F) N = 742

TABLE S-4

CAUSES OF MENTAL RETARDATION  
(IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/Illness	Accident/Trauma	Pre-Natal Factors	Other	
233	262	99	107	167	172	= M
177	342	152	119	280	206	= F

Male (M) N = 1040\*

Female (F) N = 1276\*

\*Includes multiple responses



# PREVENTION OF MENTAL RETARDATION

Table S-5 shows statistical significance (.05) between male and female responses relevant to the question "Can mental retardation be prevented?" When the stated ways of preventing mental retardation are analyzed (Table S-5a) we again find significance (.01) with women being more sensitized towards prenatal care, obstetrics, and nutrition.

TABLE S-5

## CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response	
285	398	6	= M
356	380	6	= F
Male	(M) N = 689		
Female	(F) N = 742		

TABLE S-5a

## HOW TO PREVENT MENTAL RETARDATION (BASED UPON 641 "YES" RESPONSES)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parents	Better Diet/ Nutrition	Research	Vague Responses Re: Parental Habits	Religion	P.K.U. Test	Other	Don't Know	
85	27	11	6	20	24	3	10	67	32	= M
164	50	8	17	29	16	1	40	32	60	= F

Male (M) N = 285\*

Female (F) N = 417\*

\*Includes multiple responses

## "SOCIAL WORTH" OF MENTAL RETARDATE

No significance was found between the sexes relevant to their responses on the perceived social worth of mentally retarded persons (Table S-6).

TABLE S-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY  
RETARDED

What proportion of retardates would make good:	Almost All	Most	Some	Only a Few	None	Don't Know	Not Answered
Employees	78	161	280	141	21	7	1 = M
	61	160	353	141	16	9	2 = F
Neighbors	134	222	214	90	13	14	2
	117	255	251	91	11	15	2
Friends	133	185	222	113	17	14	5
	126	223	256	104	14	17	2
Citizens	155	223	184	92	20	12	3
	141	227	243	96	16	17	2
Parents	31	59	173	208	179	33	6
	21	46	185	247	206	35	2
Husbands/ Wives	34	77	200	202	139	34	3
	24	58	219	245	149	44	3
Male (M) N = 689							
Female (F) N = 742							

PARTICIPATION IN VARIOUS ACTIVITIES/FUNCTIONS/ROLES

Analysis of Table 7 shows statistical significance between male and female responses on the question of whether the mentally retarded should be allowed to:

- Go downtown alone (.05)
- Use public beaches and/or playgrounds (.05)
- Drink liquor (.01)
- Drive a car (.01)
- Vote (.01)

In each of the aforementioned, it appears that men are more willing to allow the mentally retarded to participate in various functions, while women are much more hesitant and/or conservative.

TABLE S-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/  
ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should mental Retardates:	Yes	No	Don't Know	Not Answered
Go Downtown Alone	239	404	43	3 = M
	208	479	54	1 = F
Get Medical Care At Regular Hospitals	559	112	16	2
	608	124	10	0
Use Public Beaches and/or Playgrounds	538	132	15	4
	542	171	27	2
Drink Liquor	68	588	31	2
	34	681	26	1
Drive A Car	115	544	28	2
	69	630	41	2
Vote	314	324	47	4
	256	418	66	2
Marry	249	384	52	4
	238	433	69	2
Have A Family (Children)	162	467	59	1
	138	533	66	3
Male (M) N = 689				
Female (F) N = 742				

RANKING SERVICES FOR THE MENTALLY RETARDED

There was no significant difference between male and female responses in the ranking of various services for the mentally retarded (Table S-8)

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Tables S-9 and S-9a indicate responses to questions involving knowledge of and/or participation with groups working to help the mentally retarded. No significant differences in responses were evidenced between men and women.

TABLE S-8

RATING OF MOST IMPORTANT SERVICES FOR THE  
MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Re- tardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most	277	192	19	65	34	85	7	10 = M
Important	314	216	15	75	36	72	6	8 = F
Second Most	199	151	33	117	25	144	11	9
Important	218	177	28	137	35	126	14	7
Third Most	89	121	40	139	52	201	37	10
Important	82	137	50	152	45	229	38	9

Male (M) N = 689  
Female (F) N = 742

TABLE S-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP  
THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No
	416	273 = M
	433	309 = F

Male (M) N = 689  
Female (F) N = 742

TABLE S-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP  
THE MENTALLY RETARDED  
(BASED UPON 849 "YES" ANSWERS)

Has respondent participated in such activity?	Yes	No
	276	140 = M
	190	243 = F

Male (M) N = 416  
Female (F) N = 433

GROUPING THE MENTALLY RETARDED

In grouping the mentally retarded on various statements (Table S-10), significant differences in responses between men and women were found on indicating the proportion of mentally retarded who:

Look differently (.01)  
Are mentally ill or insane (.01)  
Should be cared for at home (.01)  
Can be self supporting (.01)  
Cannot learn to do anything for themselves (.05)

TABLE S-10  
GROUPING OF THE MENTALLY RETARDED  
ON VARIOUS STATEMENTS

What Proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't Know	Not Answered	
Look Differently	122 137	135 187	217 237	175 154	35 18	5 9	0 0	= M = F
Are Mentally Ill or Insane	33 27	50 54	165 241	344 317	55 52	38 50	4 1	
Can Live "Normal" Lives	81 75	235 263	236 281	111 102	15 8	8 11	3 2	
Should Be In Institutions	27 24	52 65	243 288	319 321	23 24	22 18	3 2	
Had Mentally Retarded Parents	11 4	30 18	187 187	315 365	64 74	81 91	1 3	
Can Have Normal Children	63 60	108 115	187 203	171 164	69 81	88 117	3 2	
Should Be Cared For At Home	80 56	198 172	247 305	115 156	30 41	15 11	4 1	
Can Be Self- Supporting	33 35	160 137	252 334	208 117	25 42	8 16	3 1	
Cannot Ever Learn To Do Anything For Themselves	7 17	33 32	135 183	454 460	50 37	10 13	0 0	
Male (M) N = 689								
Female (F) N = 742								



### MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

Table S-11 displays the degree of respondent agreement on miscellaneous statements regarding the mentally retarded. Significant differences were found on the statements:

The mentally retarded have a right to public education (.01)

A mentally retarded person living in my neighborhood would tend to lower property value (.01)

Programs for the mentally retarded are too expensive in relation to what the mentally retarded gain (.01)

Most parents of mental retardates can have other normal children (.01)

### RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

Significant differences in response between male and female responses were found in grouping the mentally retarded on their ability to perform various functions (Table S-12). These differences were evidenced in ranking the proportion of mental retardates who could learn to:

Add and subtract (.01)

Learn to use public transportation (.01)

Learn to drive a car (.01)

Have a regular job (.05)

In all of the aforementioned categories, women were more conservative than men.

### "CURES" FOR MENTAL RETARDATION

No significant differences in responses were found relative to the question "Can mental retardation be cured?" (Table S-13).

### SEMANTIC DIFFERENTIAL

Figure S-1 graphically presents mean responses by males and females on word pairs in the semantic differential. In all cases, analysis indicates that each sex scored the mentally retarded significantly lower (.01) than they scored a normal person. (Practical considerations prevented analysis of these scores by the sex variable)

After ranking the normal person on the semantic differential, respondents were asked to indicate whether they were thinking of a child or adult, a male or female (Tables S-14, S-14a). Statistical significance (.01) was found in Table S-14, in which respondents indicated the sex (image) of the person they were thinking about.

TABLE S-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS  
REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	45 47	224 228	333 348	62 91	24 28	1 0	=M =F
MR Children Have A Right To Public Education	238 213	338 396	54 96	10 26	1 11	5 0	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	13 3	66 47	348 365	249 305	12 21	1 1	
Programs For MR Are Too Expensive In Re- lation to What the MR Gains From Them	19 10	98 63	321 370	192 239	59 60	0 0	
A MR Youth Should Not Expect To Par- ticipate in Teenage Community Activities	8 12	155 150	386 416	109 124	29 40	2 0	
You Can Usually Tell A MR By His Looks/ Appearance	53 70	304 330	256 259	66 70	10 13	0 0	
Most Parents of MR Can Have Other Normal Children	220 316	412 391	28 13	8 4	19 17	2 1	
Parents Should Al- low Normal Child To Play With MR Child	143 162	454 477	70 74	3 5	16 24	3 0	
I would Not Want My Child to Attend A School That Also Has Classes for MR Child	8 8	63 59	394 378	212 286	10 11	2 0	
Most People Feel Un- comfortable In The Presence of MR Person	55 39	342 396	237 243	35 44	17 20	3 0	

Male (M) N = 689

Female (F) N = 742

TABLE S-12

GROUPING THE MENTALLY RETARDED  
ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Re- tardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read	121	254	227	74	1	11	1	=M
and Write	108	250	294	77	3	10	0	=F
Learn To Add	84	215	266	114	4	5	1	
and Subtract	61	214	312	133	8	14	0	
Learn To Feed	252	326	87	21	0	2	1	
Themselves	253	359	113	12	1	3	1	
Learn To Dress	215	326	119	23	1	4	1	
Themselves	236	355	120	26	0	5	0	
Learn To Use	86	217	234	126	14	8	4	
Public Trans.	62	178	319	149	22	12	0	
Learn To Do	90	217	259	103	9	7	4	
Simple Sewing	61	211	238	117	14	9	2	
Learn To Drive	25	67	204	251	129	12	1	
A Car	9	28	225	255	190	34	1	
Learn To Dance	102	214	220	127	16	8	2	
	103	224	258	124	18	15	0	
Have A Regu-	51	164	277	149	32	12	4	
lar Job	32	148	343	171	33	15	0	

Male (M) N = 689

Female (F) N = 742

TABLE S-13

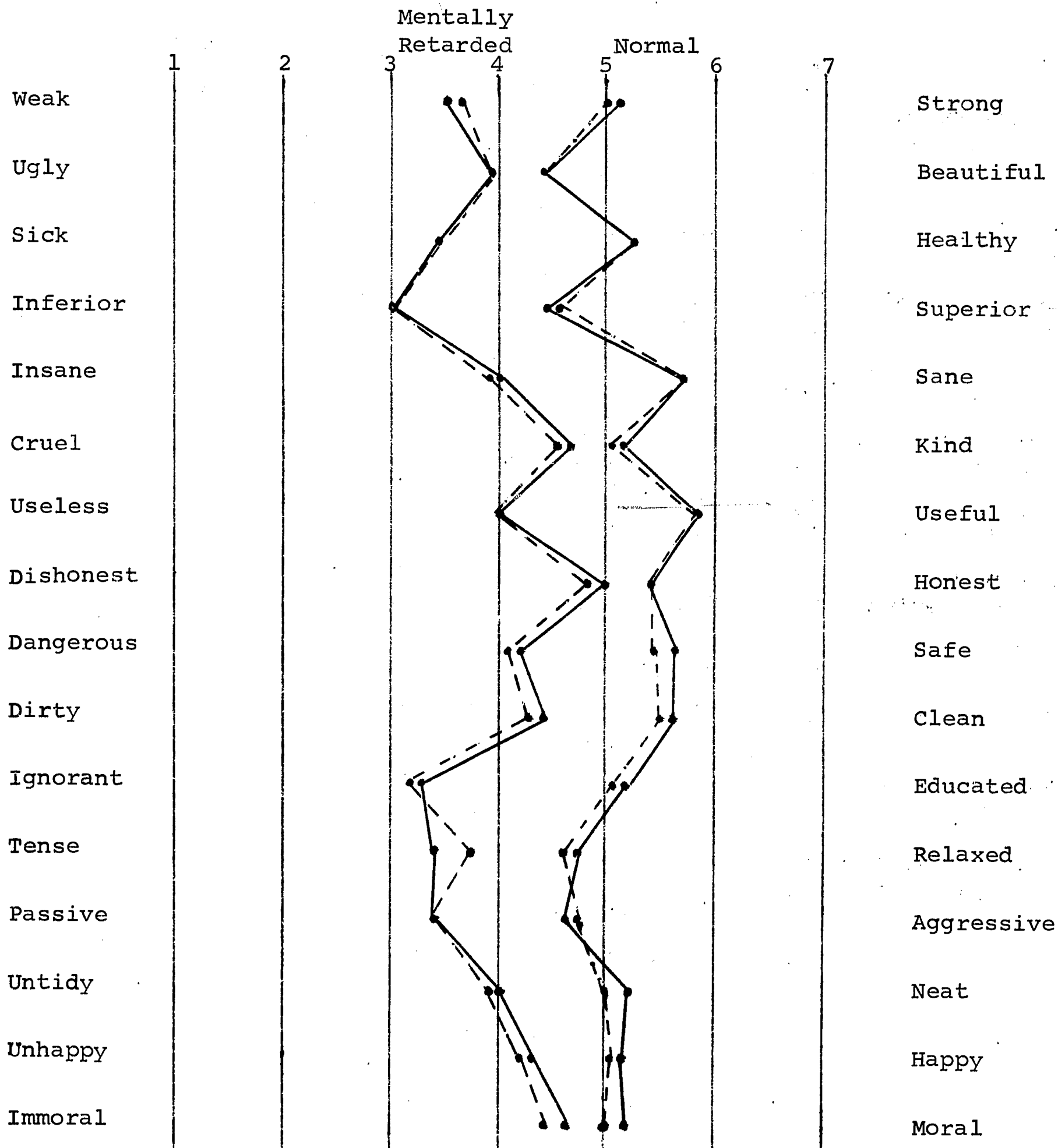
CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered	
97	585	7	= M
90	644	8	= F

Male (M) N = 689

Female (F) N = 742

Semantic Differential  
Variable: Sex\*



\*See narrative section  
for statistical analysis

Key

———— Female  
----- Male

Figure S-1

TABLE S-14

SEMANTIC DIFFERENTIAL  
NORMAL PERSON

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered
	33	437	76	134	0	9 = M
	36	487	88	118	2	11 = F

Male (M) N = 689

Female (F) N = 742

TABLE S-14a

Respondent was thinking about:	Male	Female	Both	No One In Partic- ular	Don't Know	Not Answered
	188	11	267	212	0	11 = M
	104	76	287	260	4	11 = F

Male (M) N = 689

Female (F) N = 742

Tables 15 and 15a indicate responses relevant to the semantic differential for a mentally retarded person, and whether the respondent was thinking about: a child or adult; a male or female. Both of these tables show significance at the .01 level, with women tending to think (visualize) in terms of children and females.

TABLE S-15

SEMANTIC DIFFERENTIAL  
MENTALLY RETARDED PERSON

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered
	223	212	121	115	1	17 = M
	312	185	121	109	3	12 = F

Male (M) N = 689

Female (F) N = 742



TABLE S-15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered
	172	37	272	188	1	19 = M
	138	91	284	213	4	12 = F

Male (M) N = 689

Female (F) N = 742

# RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Table S-16 displays the number of respondents who felt that they knew a mentally retarded person. No significant differences in responses was found.

TABLE S-16

## RESPONDENT'S ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered
	551	135	3 = M
	616	125	1 = F

Male (M) N = 689

Female (F) N = 742

VARIABLE: AGE

SAMPLE DISTRIBUTION

The sample distribution for the variable "age" is indicated in Table A-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table A-1a.

TABLE A-1

VARIABLE: AGE OF RESPONDENTS\*

Twenty-Seven - Under (27-18)	Twenty-Eight- Thirty-Two (28- 32)	Thirty-Three- Thirty-Seven (33-37)	Thirty-Eight- Forty-Two (38- 42)	Forty-Three- Forty-Seven (43-47)	Forty-Eight- Fifty-Two (48-52)	Fifty-Three- Fifty-Seven (53-57)	Fifty-Eight- Sixty-Seven (58-67)	Over Sixty Seven (67+)	Refused/Not Answered
199	148	144	155	155	127	115	203	179	6

N = 1431

\*Eighty-Four (84) respondents who never heard of mental retardation were deleted. See Table 18

TABLE A-1a

VARIABLE: AGE POLARITIES\*\*

Respondents Age 37 and under	Respondents Age 53 and over
N = 491	N = 497

\*\*By using age polarities, 527 respondents are omitted in tabular presentations

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

While the number of people who heard about mental retardation in the last few months was essentially the same for polarity groupings in age, analysis of this variable indicates significant differences (.01) in the sources of information. Newspapers and books reflect areas of difference for printed matter while other divergent source media are represented by oral communication and radio (Tables A-2 and A-2a).

TABLE A-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL  
RETARDATION IN LAST FEW MONTHS

Yes	No
356	141 = O
348	143 = U

Respondents age 53 and over (O) N = 497

Respondents age 37 and under (U) N = 491

TABLE A-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures / Talks	Family / Friends	Conversation and other
212	133	19	78	256	13	18	56	84 = O
141	136	35	61	246	20	23	80	105 = U

Respondents age 53 and over (O) N = 497\*

Respondents age 37 and under (U) N = 491\*

\*Includes multiple responses

TABLE A-2b

HAS RESPONDENT EVER HEARD OF  
MENTAL RETARDATION ?

Yes	No
141	0 = O
143	0 = U

Respondents age 53 and over (O) N = 141

Respondents age 37 and under (U) N = 143

INCIDENCE OF MENTAL RETARDATION

Significance at the .05 level was found when the estimate for the incidence of mental retardation was interpreted according to the age variable. Table A-3 shows estimates for the incidence of various disability areas for groupings of age 53 and over compared to those of age 37 and under. (Since the focus of this study is upon mental retardation, other disability areas are not analyzed in this report).

TABLE A-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES  
(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty-Four (10-24)	Twenty-Five-Forty-Nine (10-49)	Fifty-Ninety-Nine (50-99)	One Hundred-Two Hundred Ninety-Nine (100-299)	Three Hundred & Over (300+)	Don't Know
total	1	54	123	156	44	45	7	48	1	18 = O
retardation	0	57	132	172	54	30	6	36	0	4 = U
blindness	2	91	157	101	51	18	4	36	1	36
	1	96	194	77	55	27	4	26	1	10
febrile	4	92	141	94	55	33	6	23	0	60
psy	3	101	191	88	39	20	5	20	0	24
analytic	10	124	144	86	38	33	7	20	0	35
io	5	163	166	73	33	21	1	15	2	12
umatic	2	50	117	118	65	43	6	52	1	43
rt Disease	4	67	173	104	61	29	6	32	1	14

respondents age 53 and over (O) N = 497

respondents age 37 and under (U) N = 491

CAUSES OF MENTAL RETARDATION

When responses identifying causes of mental retardation were analyzed by age as a variable, significance was found at the .01 level. Younger respondents tended to specify more causes in all instances except heredity (Table A-4).

PREVENTION OF MENTAL RETARDATION

Responses to the question of whether mental retardation can be prevented and the means by which respondents state that mental retardation can be prevented were analyzed. In both cases, significant differences in responses at the .05 level were found. (Tables A-5 and A-5a).

TABLE A-4

CAUSES OF MENTAL RETARDATION  
(IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease / Illness	Accident / Trauma	Pre-Natal Factors
154	178	68	57	131 = O
122	227	95	91	182 = U

Respondents over age 53 (O) N = 588\*

Respondents under age 37 (U) N = 717\*

\*Includes multiple responses

TABLE A-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response
204	284	9 = O
233	257	1 = U

Respondents age 53 and over (O) N = 497

Respondents age 37 and under (U) N = 491

TABLE A-5a

HOW TO PREVENT MENTAL RETARDATION  
(BASED UPON 437 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize unfit Parents	Better Diet / Nutrition	Research	Vague Responses Re: Parental Re- sponses	Religion	P.K.U. Test	Other	Don't Know
66	23	7	4	11	16	3	7	28	39 = O
99	28	5	12	24	11	1	29	34	20 = U

Respondents age 53 and over (O) N = 204\*

Respondents age 37 and under (U) N = 263\*

\*Includes multiple responses



"SOCIAL WORTH" OF MENTAL RETARDATES

When the perceived social worth of mental retardates was analyzed by the age variable, significant differences in responses were found in grouping the number of mental retardates who would make good citizens (.01) and in grouping those who would make good parents (.01) (Table A-6)

TABLE A-6  
PERCEIVED SOCIAL WORTH OF THE MENTALLY  
RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only a Few	None	Don't Know	Not Answered
Employees	37 53	86 125	224 219	122 80	16 9	10 4	2 = O 1 = U
Neighbors	73 99	144 171	169 157	82 50	10 7	16 6	3 1
Friends	77 97	122 151	176 151	91 71	14 9	15 8	2 4
Citizens	72 128	133 160	173 132	86 55	19 8	12 5	2 3
Parents	17 20	28 39	92 156	152 162	173 96	33 14	2 4
Husbands/Wives	20 23	36 51	115 170	158 158	126 71	40 14	2 4
Respondents age 53 and over (O)	N = 497						
Respondents age 37 and under (U)	N = 491						

PARTICIPATION IN VARIOUS ROLES/FUNCTIONS/ACTIVITIES

By applying the age variable to answers indicating respondent attitudes toward various activities, roles and functions for the mentally retarded, significant differences were evidenced as to whether the mentally retarded should:

Use public beaches and/or playgrounds (.05)  
 Drink liquor (.01)  
 Drive a car (.05)  
 Marry (.01)  
 Have a family (children) (.01)

Younger respondents were much more permissive in each of the aforementioned than were their older counterparts (Table A-7).

TABLE A-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/  
 ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should Mental Retardates:	Yes	No	Don't Know	Not Answered
Go Downtown Alone	143 162	313 294	40 33	1 = O 2 = U
Get Medical Care At Regular Hospitals	410 393	74 91	12 6	1 1
Use Public Beaches and/or Playgrounds	346 399	132 80	16 10	3 2
Drink Liquor	18 47	463 415	20 27	0 2
Drive A Car	44 82	433 376	20 31	0 2
Vote	192 210	265 240	38 37	2 4
Marry	133 202	329 238	31 49	4 2
Have A Family (Children)	71 133	388 310	35 47	3 1

Respondents age 53 and over (O) N = 497

Respondents age 37 and under (U) N = 491

# RANKING SERVICES FOR THE MENTALLY RETARDED

Responses in ranking the second most important service for the mentally retarded indicated significant differences at the .01 level when analyzed according to age (Table A-8)

TABLE A-8

## RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED

	Special Classes /Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most	193	120	20	57	30	66	5	6 = O
Important	194	157	12	40	27	48	6	7 = U
Second Most	136	92	33	84	25	110	10	7
Important	152	120	17	82	17	89	6	8
Third Most	49	91	34	86	40	160	27	10
Important	64	85	34	109	31	137	24	7

Respondents age 53 and over (O) N = 497

Respondents age 37 and under (U) N = 491

## KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Analysis of responses in this area indicates that younger respondents are significantly (.01) more familiar with groups and/or associations working for the mentally retarded than are older respondents. No significance was evidenced, however, in terms of participation in programs or drives to help the mentally retarded (Tables A-9 and A-9a)

TABLE A-9

## KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Has respondent heard  
of such organizations?

Yes	No
258	239 = O
306	185 = U

Respondents age 53 and over (O) N = 497

Respondents age 37 and under (U) N = 491

TABLE A-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP  
THE MENTALLY RETARDED  
(BASED UPON 564 "YES" ANSWERS)

Has respondent participated  
in such activity?

Yes	No
118	140 = O
132	174 = U

Respondents age 53 and over (O) N = 258

Respondents age 37 and under (U) N = 306

GROUPING THE MENTALLY RETARDED

Grouping of the mentally retarded on various statements indicated significant differences in responses by the age variable. These statements were that mental retardates:

- Look differently (.01)
- Are mentally ill or insane (.01)
- Can live "normal" lives (.01)
- Should be in institutions (.05)
- Can have normal children (.01)
- Can be self supporting (.05)
- Cannot learn to do anything  
for themselves (.01)

In all instances, younger respondents were more accurate and/or positive in attitudes than were their older counterparts (Table A-10)

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

The degree of respondent agreement for miscellaneous statements about the mentally retarded persons displayed significant differences when analyzed by the age variable. These statements were:

- Mentally retardates never know they differ  
from other people (.01)
- A mentally retarded adult living in the  
neighborhood would tend to lower property  
values (.05)
- Programs for retardates are too expensive  
to relation to what the retardate gains  
from them (.01)
- A retarded youth should not expect to  
participate in teenage youth activities  
(.01)
- You can usually tell a retardate by his  
looks/appearance (.01)
- I would not want my child to attend a  
school that also has classes for re-  
tarded children (.01) (Table A-11)

TABLE A-10

GROUPING OF THE MENTALLY RETARDED  
ON VARIOUS STATEMENTS

What Proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't Know	Not Answered	
Look Differently	127 61	123 99	132 163	92 139	15 27	8 2	0 0	= = O U
Are Mentally Ill or Insane	30 13	37 30	134 142	213 243	27 45	54 16	2 2	
Can Live "Normal" Lives	46 65	136 195	188 179	104 46	10 2	13 2	0 2	
Should Be In Institutions	17 21	55 34	177 17	207 236	16 20	23 7	2 2	
Had Mentally Retarded Parents	9 2	22 11	121 130	223 254	43 53	76 40	3 1	
Can Have Normal Children	29 54	40 110	132 132	131 110	81 31	81 52	3 2	
Should Be Cared For At Home	47 52	120 130	184 183	106 95	25 26	13 4	2 1	
Can Be Self-Supporting	22 27	74 118	185 208	170 114	32 16	14 6	0 2	
Cannot Ever Learn To Do Anything For Themselves	9 11	26 18	138 73	289 351	21 34	14 4	0 0	

0



TABLE A-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS  
REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	46 17	213 114	181 277	31 71	26 12	0 0	=O =U
MR Children Have A Right to Public Education	168 147	275 263	39 60	8 13	4 5	3 2	
A MR Adult Living In Neighborhood Would Tend To Lower Property Values	11 1	56 33	255 230	159 219	15 8	1 0	
Programs for MR Are Too Expensive In Re- lation to What the MR Gains From Them	11 6	85 42	237 234	110 177	54 32	0 0	
A MR Youth Should Not Expect to Par- ticipate in Teenage Community Activities	11 5	144 76	246 311	63 87	32 12	1 0	
You Can Usually Tell A MR By His Looks/ Appearance	64 27	266 183	141 211	17 64	9 6	0 0	
Most Parents of MR Can Have Other Normal Children	192 180	271 280	19 11	5 4	10 15	0 1	
Parents Should Al- low Normal Child To Play With MR Child	105 107	300 331	73 39	4 3	15 10	0 1	
I would Not Want My Child To Attend A School That Also Has Classes for MR Child	8 4	60 35	273 248	144 201	12 3	0 0	
Most People Feel Un- comfortable In The Presence of MR Person	32 30	229 286	191 142	30 26	14 7	1 0	

Respondents age 53 and over (O) N = 497

Respondents age 37 and under (U) N = 491

TABLE A-12

GROUPING THE MENTALLY RETARDED  
ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Retar- dates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn to Read	66	170	169	77	2	13	0	=O
And Write	91	187	180	31	0	2	0	=U
Learn To Add	40	127	193	115	10	12	0	
and Subtract	60	160	204	64	1	2	0	
Learn To Feed	160	248	68	17	1	3	0	
Themselves	207	224	54	6	0	0	0	
Learn To Dress	137	243	86	24	1	6	0	
Themselves	193	219	66	13	0	0	0	
Learn To Use	41	116	185	124	21	10	0	
Public Trans.	62	158	191	70	8	1	1	
Learn To Do	41	127	214	91	11	11	2	
Simple Sewing	62	157	204	62	5	0	1	
Learn To Drive	8	27	99	190	149	23	1	
A Car	14	39	179	179	68	12	0	
Learn To Dance	57	129	161	115	19	16	0	
	84	163	155	77	7	4	1	
Have A Regu-	18	82	211	140	32	12	2	
lar Job	39	125	208	99	14	5	1	

Respondents age 53 and over (O) N = 497

Respondents age 37 and under (U) N = 491

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

The age variable produced significant differences in responses when grouping the mentally retarded on their ability concerning various roles or functions. These differences were manifested in identifying the portion of mental retardates that can:

- Learn to add and subtract (.01)
- Learn to use public transportation (.05)
- Learn to drive a car (.01)
- Learn to dance (.05)
- Have a regular job (.05)

In all these instances, younger respondents were more positive about the abilities of mentally retarded persons. (Table A-12, See Above)

# "CURES" FOR MENTAL RETARDATION

No significant difference was evidenced when the question "Can mental retardation be cured?" was analyzed by the variable of age. (Table A-13)

TABLE A-13

## CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered
65	423	9 = O
72	418	1 = U

Respondents age 53 and over (O) N = 497  
Respondents age 37 and under (U) N = 491

## SEMANTIC DIFFERENTIAL

Figure A-1 graphically presents the mean polarity responses by the age variable on word pairs in the semantic differential. Analysis by the total spread of the age variable indicates that all groupings ranked the mentally retarded significantly lower (.01) than they ranked a normal person. (Practical considerations prevented analysis of these scores by the age variable).

Relative to the Semantic Differential for both the normal and the mentally retarded, there were no significant differences in replies indicating whether the respondent was thinking of a child or adult, a male or female, (Tables A-14, A-14a, A-15, A-15a)

TABLE A-14

## SEMANTIC DIFFERENTIAL

Respondent was thinking about:	NORMAL					Not Answered
	Child	Adult	Both	No One In Particular	Don't Know	
	33	287	53	111	0	13 = O
	15	337	63	73	2	1 = U

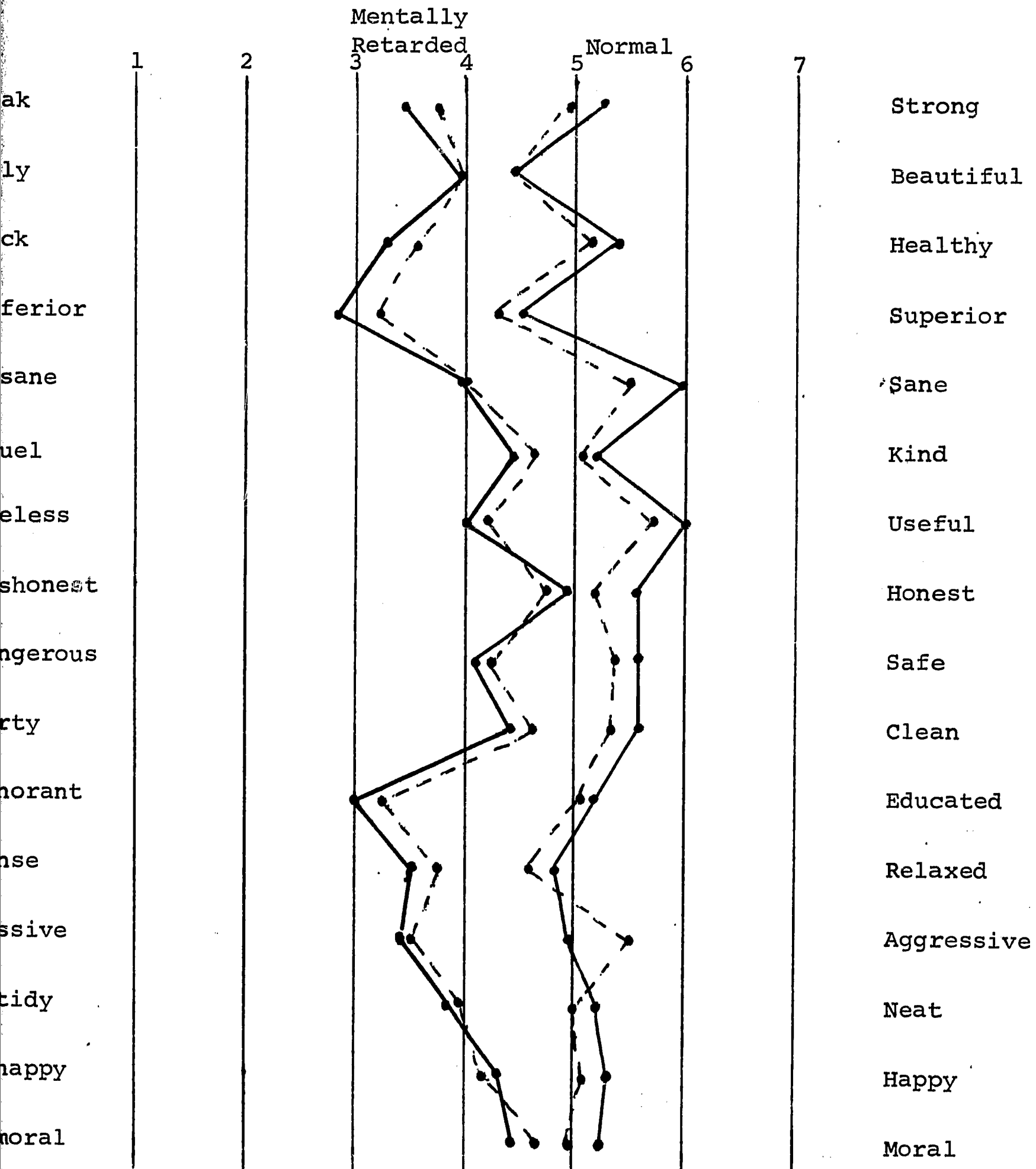
Respondents age 53 and over (O) N = 497  
Respondents age 37 and under (U) N = 491

TABLE A-14a

Respondent was thinking about:					Don't Know	Not Answered
	Male	Female	Both	No One In Particular		
	97	28	193	164	0	15 = O
	106	30	184	169	1	1 = U

Respondents age 53 and over (O) N = 497  
Respondents age 37 and under (U) N = 491

Semantic Differential  
Variable: Age\*



\*See narrative section  
for statistical analysis

Key

———— 37 years & under  
----- 53 years & under

Figure A-1

TABLE A-15

SEMANTIC DIFFERENTIAL

RETARDED

Respondent was thinking about:	Child	Adult	Both	No One In Par- ticular	Don't Know	Not Answered
	194	118	83	81	1	20 = O
	174	114	89	83	0	1 = U

Respondents age 53 and over (O) N = 497

Respondents age 37 and under (U) N = 491

TABLE A-15a

Respondent was thinking about:	Male	Female	Both	No One In Par- ticular	Don't Know	Not Answered
	105	42	204	124	1	21 = O
	107	43	183	156	0	2 = U

Respondents age 53 and over (O) N = 497

Respondents age 37 and under (U) N = 491

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

When compared to younger respondents, a higher ratio of older respondents indicated that they felt they knew a mentally retarded person. This was significant at the .05 level (Table A-16)

TABLE A-16

RESPONDENTS' ACQUAINTANCE WITH  
A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered
	419	77	1 = O
	385	105	1 = U

Respondents age 53 and over (O) N = 497

Respondents age 37 and under (U) N = 491



# VARIABLE: EDUCATION

## SAMPLE DISTRIBUTION

The sample distribution for the variable "education" is indicated in Table E-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table E-1a.

TABLE E-1

VARIABLE: EDUCATION OF RESPONDENTS\*

No School- Four Years (0-4)	Five-Seven Years (5-7)	Eight Years (8)	One-Three Years High School (1- 3 HS)	Completed High School	Some College	Completed College	Graduate or Professional School
46	101	162	303	414	243	78	84

N = 1431

\*Eighty-Four (84) respondents who never heard of mental retardation were deleted. See Table 18

TABLE E-1a

VARIABLE: EDUCATION POLARITIES\*\*

Respondents with less  
than High School Education

N = 612

Respondents with more  
than High School Education

N = 405

\*\* By using education polarities, 414 respondents are omitted in tabular presentations

## SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

When analyzed by the education variable, statistical significance was evidenced in the number of respondents who had heard about mental retardation in the last few months (.01) and in the source(s) of this information (.01). In virtually all instances, respondents with more education were better informed and/or indicated a media with greater frequency. The only notable exception to this statement was observed in the number of responses naming television as a source of information (Table E-2, E-2a).

TABLE E-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL  
RETARDATION IN LAST FEW MONTHS?

Yes	No
410	202
329	76

Under High School (LHS) N = 612  
Over High School (MHS) N = 405

TABLE E-2a

SOURCES OF INFORMATION ABOUT MENTAL  
RETARDATION

Newspaper	Magazine	Books	Radio	Tele- vision	Movies	Lectures/ Talks	Family/ Friends	Conver- sation and Other
801	66	21	34	308	21	13	63	75 = LHS
185	149	37	80	210	20	38	85	118 = MHS

Less Than High School (LHS) N = 802\*  
More Than High School (MHS) N = 922\*

\* Includes multiple responses

TABLE E-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No
202	0 = LHS
76	0 = MHS

Less than High School (LHS) N = 202  
More than High School (MHS) N = 76

INCIDENCE OF MENTAL RETARDATION

No significant differences in respondents' estimates for the incidence of mental retardation was found when analyzed by the variable of education (Table E-3) (Since the focus of this study is upon mental retardation, other disability areas are not analyzed in this report).

TABLE E-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES  
(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty-Four (10-24)	Twenty-Five - Forty-Nine (25-49)	Fifty-Ninety-Nine (50-99)	One Hundred-Two Hundred Ninety-Nine (100-299)	Three Hundred & Over (300+)	Don't Know
Mental Retardation	1	67	141	209	57	49	5	62	1	20 = LHS
	0	54	100	135	46	29	6	25	1	9 = MHS
Blindness	2	85	215	129	71	24	4	48	2	32
	0	107	132	72	45	11	2	16	0	20
Cerebral Palsy	4	85	199	134	52	40	2	37	1	58
	2	113	141	55	34	15	5	7	0	33
Paralytic Polio	9	130	204	113	49	44	7	24	1	31
	5	156	124	45	27	12	12	6	0	27
Rheumatic Heart Disease	2	48	155	159	90	50	8	62	1	47
	2	72	131	75	47	29	4	21	1	23
										(LHS) N = 612
										(MHS) N = 405

CAUSES OF MENTAL RETARDATION

There were no significant differences in responses identifying causes of mental retardation when analyzed by the education variable. (Table E-4)

TABLE E-4

CAUSES OF MENTAL RETARDATION  
(IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease / Illness	Accident / Trauma	Pre-Natal Factors	
139	186	85	81	176	= LHS
154	224	82	72	142	= MHS

Less than High School (LHS) N = 667\*

More than High School (MHS) N = 674\*

\*Includes multiple responses

# PREVENTION OF MENTAL RETARDATION

Analysis by the amount of education obtained by the respondents displayed significant differences to the question concerning prevention of mental retardation (.01) and the identification of means by which mental retardation could be prevented (.05) (Tables E-5, E-5a)

TABLE E-5

## CAN MENTAL RETARDATION BE PREVENTED ?

Yes	No	No Response
232	372	8 = LHS
229	176	0 = MHS

Less than High School (LHS) N = 612  
More than High School (MHS) N = 405

TABLE E-5a

## HOW TO PREVENT MENTAL RETARDATION (BASED UPON 461 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize unfit parents	Better Diet/ Nutrition	Research	Vague Responses Re: Parental Responses	Religion	P.K.U. Test	Other	Don't Know
86	17	3	7	18	19	2	8	72	42 = LH
85	38	12	10	20	12	2	24	44	12 = MH

Less than High School (LHS) N = 235\*  
More than High School (MHS) N = 259\*

\*Includes multiple responses

## "SOCIAL WORTH" OF MENTAL RETARDATEES

The amount of education achieved by respondents displayed no statistical significance in grouping the mentally retarded on various social roles (Tables E-6).

TABLE E-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY  
RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only a Few	None	Don't Know	Not Answered
Employees	60	126	243	149	23	10	1 =LHS
	37	104	192	60	8	3	1 =MHS
Neighbors	113	179	200	93	8	18	1
	60	158	132	41	8	4	2
Friends	120	170	198	94	12	16	2
	60	116	140	64	13	8	4
Citizens	119	180	175	97	21	18	2
	71	138	138	44	9	3	2
Parents	25	48	131	188	182	37	1
	8	26	124	138	97	7	5
Husbands/ Wives	29	55	163	191	135	38	1
	11	40	130	140	67	13	2

Less than High School (LHS) N = 612  
More than High School (MHS) N = 405

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

Attitude towards various roles, functions, activities for the mentally retarded were effected by the level of education that respondents had obtained. Significant differences were manifested in answers indicating whether the mentally retarded should:

Go downtown alone (.05)  
Use public beaches/playgrounds (.05)  
Drink liquor (.05)

Respondents with greater education reflected a more liberal attitude on each of the aforementioned (Table E-7).



TABLE E-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/  
ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should Mental Retardates:	Yes	No	Don't Know	No Answer	
Go Downtown Alone	172	408	32	0	= LHS
	145	224	33	3	= MHS
Get Medical Care At Regular Hospitals	510	86	15	1	
	331	66	7	1	
Use Public Beaches and/or Playgrounds	432	159	18	3	
	318	173	11	3	
Drink Liquor	26	565	20	1	
	47	335	21	2	
Drive A Car	68	518	26	0	
	64	315	24	2	
Mote	245	309	57	1	
	175	200	27	3	
Marry	208	357	45	2	
	139	229	34	3	
Have A Family (Children)	121	438	52	1	
	88	284	31	2	

Less than High School (LHS) N = 612

More than High School (MHS) N = 405

RANKING SERVICES FOR THE MENTALLY RETARDED

When ranking the most important service for the mentally retarded, analysis by the level of education indicated differences in responses significant at the .05 level (Table E-8).

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

The amount of education possessed by respondents significantly effected answers concerning familiarity with groups or associations working for the mentally retarded (.01) as well as respondent participation in activities to help the mentally retarded (.01). More education was related to greater acquaintance with groups serving the mentally retarded as well as personal participation in drive or activities. (Table E-9, E-9a)

TABLE E-8

RATING OF MOST IMPORTANT SERVICES FOR THE  
MENTALLY RETARDED

	Special Classes/ Education	Research (study Causes)	Foster Homes	Counseling for Parents of Retar- dates	Institutions	Centers Where Re- tardates Can Learn Jobs	Day Care Centers	Not Answered
Most	250	155	24	47	28	89	10	9 = LHS
Important	174	125	1	52	18	28	1	5 = MHS
Second Most	176	123	37	94	33	128	13	8
Important	112	105	8	88	5	74	7	6
Third Most	59	113	48	99	48	197	35	13
Important	56	72	16	90	27	124	18	2

Less than High School (LHS) N = 612

More than High School (MHS) N = 405

TABLE E-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO  
HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No
	297	315 = LHS
	293	112 = MHS

Less than High School (LHS) N = 612

More than High School (MHS) N = 405

TABLE E-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP  
THE MENTALLY RETARDED  
(BASED UPON 590 "YES" ANSWERS)

Has respondent participated in such activity?	Yes	No
	120	177 = LHS
	142	151 = MHS

Less than High School (LHS) N = 297

More than High School (MHS) N = 293

GROUPING THE MENTALLY RETARDED

Statistical significance at the .01 level was evidenced when the variable of education was applied to responses grouping the proportion of mental retardates that could live "normal" lives. (Table E-10)

TABLE E-10  
GROUPING OF THE MENTALLY RETARDED  
ON VARIOUS STATEMENTS

What Proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't Know	Not Answered
Look Differently	125 51	141 84	188 133	130 119	22 14	6 4	0 = LHS 0 = MHS
Are Mentally Ill or Insane	29 13	61 18	181 97	267 204	28 48	43 24	3 1
Can Live "Normal" Lives	85 29	183 164	202 154	121 49	10 4	7 4	4 1
Should Be In Institutions	26 10	64 24	233 136	249 211	24 9	15 12	1 3
Had Mentally Re- tarded Parents	10 2	16 22	143 117	299 191	63 32	78 41	3 6
Can Have Normal Children	41 39	80 71	172 113	160 88	77 31	80 61	2 1
Should Be Cared For At Home	67 29	140 126	232 146	130 73	30 18	12 10	1 3
Can Be Self- Supporting	32 14	111 99	220 186	199 86	35 11	15 5	0 4
Cannot Ever Learn To Do Anything For Themselves	6 10	35 13	161 74	361 276	36 27	13 5	0 0

Less than High School (LHS) N = 612  
More than High School (MHS) N = 405

### MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

Agreement on various statements about the mentally retarded was effected by the level of respondents education. Significant differences were found on the statements:

Mental retardates never know they differ from other people (.01)

A retarded youth should not expect to participate in teenage community activities (.01)

You can always tell a retardate by his looks/appearance (.01)

I would not want my child to attend a school that also has classes for retarded children (.01) (Table E-11)

### RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

In grouping the mentally retarded on ability to perform various functions, the level of respondents' education was a factor in rating the mentally retarded on several roles. Significant differences were found in grouping the proportion of mental retardates that can:

Learn to read and write (.05)

Learn to use public transportation (.01)

Learn to do simple sewing (.05)

Learn to drive a car (.01)

Learn to have a regular job (.01)

More education reflected greater optimism and/or positive attitudes towards the abilities/potential of mental retardates (Table E-12)

### "CURES" FOR MENTAL RETARDATION

The level of respondents' education was not a significant factor in answering the question, "Can mental retardation be cured?" (Table 13)

TABLE E-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS  
REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	53 17	232 96	245 230	57 46	24 15	0 1	=LHS =MHS
MR Children Have A Right to Public Education	192 144	331 210	64 36	17 11	5 3	3 1	
A MR Adult Living In Neighborhood Would Tend To Lower Property Values	11 3	54 31	302 201	223 164	21 5	2 1	
Programs for MR Are Too Expensive In Re- lation to What the MR Gains From Them	16 10	91 35	282 191	164 140	59 29	0 0	
A MR Youth Should Not Expect to Par- ticipate in Teenage Community Activities	14 2	153 80	313 244	100 64	31 14	1 1	
You Can Usually Tell A MR By His Looks/ Appearance	75 21	195 155	190 174	39 50	13 5	0 0	
Most Parents of MR Can Have Other Normal Children	235 155	334 225	21 10	5 5	15 9	2 1	
Parents Should Al- low Normal Child To Play With MR Child	135 87	372 279	76 31	6 1	20 7	3 0	
I would Not Want My Child To Attend A School That Also Has Classes for MR Child	11 4	76 18	337 218	177 163	9 2	2 0	
Most People Feel Un- comfortable In The Presence of MR Person	41 21	292 233	210 124	46 18	20 9	3 0	

Less than High School (LHS) N = 612

More than High School (MHS) N = 405



TABLE E-12

GROUPING THE MENTALLY RETARDED  
ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Retar- dation Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read and Write	100 52	183 165	231 146	86 34	3 1	8 9	1 0	=LHS =MHS
Learn To Add and Subtract	59 30	152 152	237 164	144 53	8 1	11 5	1 0	
Learn To Feed Themselves	205 155	271 205	109 39	22 4	1 0	2 2	2 0	
Learn To Dress Themselves	173 138	277 209	122 50	32 7	1 0	6 1	1 0	
Learn To Use Public Trans.	58 48	131 141	219 164	163 42	26 5	13 5	2 0	
Learn To Do Simple Sewing	62 46	148 152	244 165	131 32	16 5	7 3	4 2	
Learn To Drive A Car	11 13	35 29	141 155	220 139	183 56	21 12	1 1	
Learn To Dance	85 63	165 144	192 137	134 50	19 6	15 5	2 0	
Have A Regu- lar Job	28 31	103 115	263 170	160 70	42 10	12 9	4 0	

Less than High School (LHS) N = 612  
More than High School (MHS) N = 405

TABLE E-13

CAN MENTAL RETARDATION BE CURED ?

Yes	No	Not Answered	
72	533	7	= LHS
65	338	2	= MHS

Less than High School (LHS) N = 612  
More than High School (MHS) N = 405

# SEMANTIC DIFFERENTIAL

Figure E-1 graphically presents the mean polarity responses by the education variable on word pairs in the semantic differential. Analysis by the total spread of the education variable indicates that virtually all groupings ranked the mentally retarded significantly lower (.01) than they ranked the normal person. The only exceptions were manifested by respondents with 0-4 years of education on the following:

cruel - kind (.05)  
dishonest - honest (.05)  
immormal - moral (.05)

...and by respondents who had completed college on the following:

cruel - kind (NS)  
dishonest - honest (NS)  
tense - relaxed (.05)  
unhappy - happy (.05)

(Practical considerations prevented analysis of the scores by the education variable).

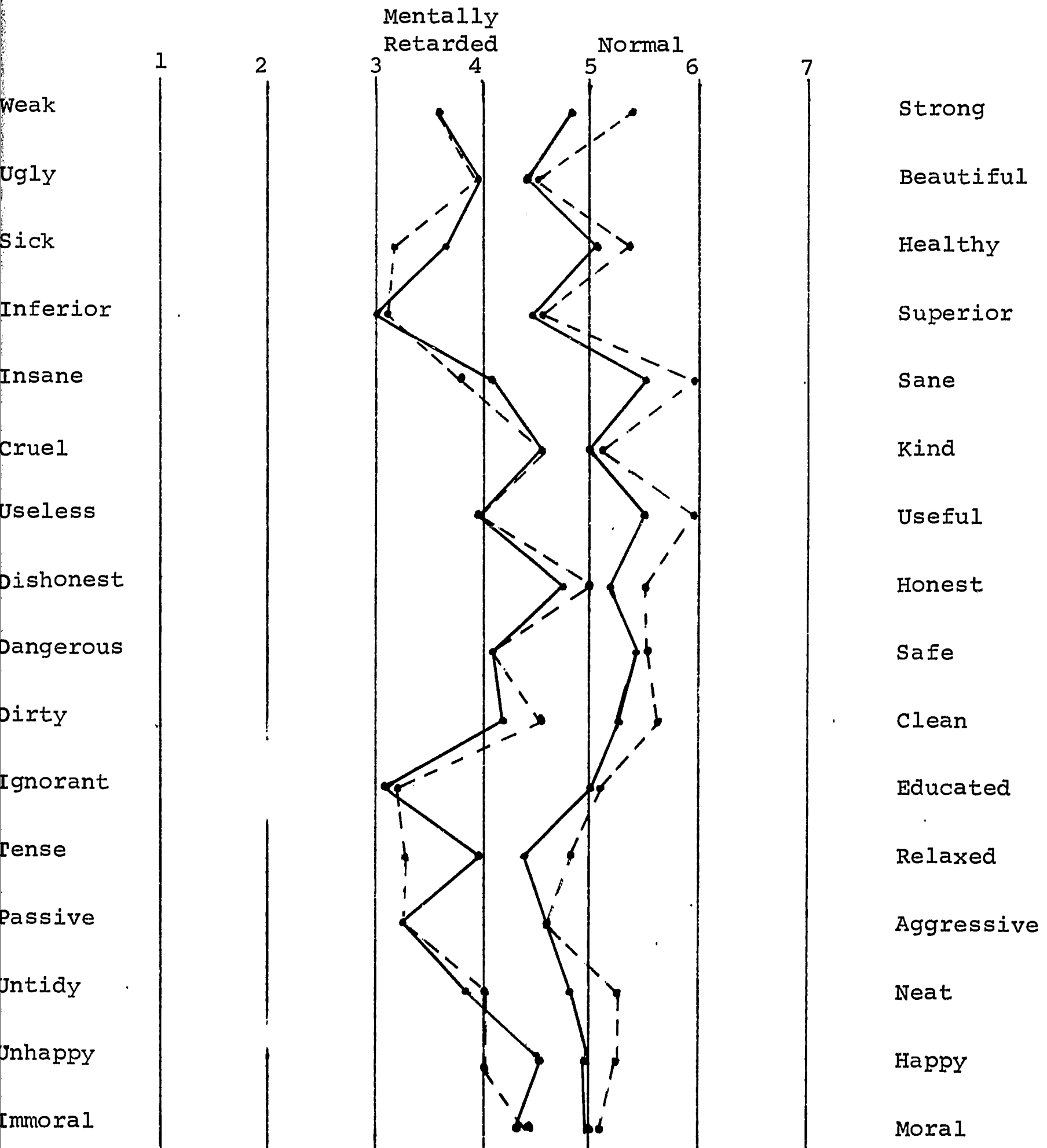
Responses indicating whether the subject was thinking about a child or adult when answering the "normal" semantic differential were significant at the .05 level. No significant differences in responses were evidenced when the same question was applied for mental retardation.

The level of respondent education did not significantly effect answers indicating whether subjects were thinking of a male or female on either of the semantic differentials. (Tables E-14, E-14a, E-15, E-15a)

TABLE E-14

Respondent was thinking about:	SEMANTIC DIFFERENTIAL NORMAL PERSON						Not Answered
	Child	Adult	Both	No One In Part- icular	Don't Know		
	45	335	87	132	0	13 = LHS	
	11	291	35	65	0	3 = MHS	
Less than High School (LHS) N = 612							
More than High School (MHS) N = 405							

Semantic Differential  
Variable: Education



\*See narrative section  
for statistical analysis

Key

———— Less than High School  
----- More than High School

Figure E-1

TABLE E-14a

Respondent was thinking about:	Male	Female	Both	No One In Par-ticular	Don't Know	Not Answered
	116	48	250	184	0	14 = LHS
	86	16	151	147	2	3 = MHS

Less than High School (LHS) N = 612  
More than High School (MHS) N = 405

TABLE E-15

SEMANTIC DIFFERENTIAL  
MENTALLY RETARDED

Respondent was thinking about:	Child	Adult	Both	No One In Par-ticular	Don't Know	Not Answered
	224	140	122	106	2	18 = LHS
	157	124	59	61	1	3 = MHS

Less than High School (LHS) N = 612  
More than High School (MHS) N = 405

TABLE E-15a

Respondent was thinking about:	Male	Female	Both	No One In Par-ticular	Don't Know	Not Answered
	122	58	254	157	2	19 = LHS
	99	31	142	129	1	3 = MHS

Less than High School (LHS) N = 612  
More than High School (MHS) N = 405

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Significant (.05) was found when the variable of education was applied to answers indicating whether the subjects felt that they knew a mentally retarded person. More education elicited a greater number of affirmative responses (Table E-16).

TABLE E-16  
RESPONDENTS' ACQUAINTANCE WITH A  
MENTALLY RETARDED  
PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered
	481	128	3 = LHS
	353	52	0 = MHS

Less than High School (LHS) N = 612  
More than High School (MHS) N = 405



# VARIABLE: OCCUPATION

## SAMPLE DISTRIBUTION

The sample distribution for the variable "occupation" is indicated in Table O-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table O-1a.

TABLE O-1

VARIABLE: OCCUPATION OF RESPONDENTS\*\*

Professional	Farmers and farm managers	Managers except farm	Clerical & kindred workers	Sales workers	Craftsmen	Operatives	Service workers	Laborers	Not established	
187	46	131	259	69	181	194	185	49	130	N=1431

\* Based upon having worked in the stated capacity for one year or more

\*\* Eighty-Four (84) respondents who never heard of mental retardation were deleted. See Table 18.

TABLE O-1a

VARIABLE: OCCUPATION POLARITIES\*\*\*

Professional  
N = 187

Service and Laborers  
N = 234

\*\*\* By using occupation polarities, 1010 respondents are omitted in tabular presentations.

# SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Answers indicating whether respondents had heard or read about mental retardation in the past few months differed significantly (.01) when analyzed by the occupation variable. Application of the same variable to responses identifying sources of information about mental retardation also disclosed significance (.01) (Tables O-2, O-2a)

TABLE O-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL  
RETARDATION IN LAST FEW MONTHS?

Yes	No
157	30 = P
154	80 = SL

Professional (P) N = 187  
Service & Labor (SL) N = 234

TABLE O-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures/Talks	Family/Friends	Conversation	
100	99	25	42	97	10	23	38	50	= P
79	43	12	32	111	8	4	21	34	= SL

Professional (P) N = 484\*  
Service & Labor (SL) N = 344\*

\*Includes multiple responses

TABLE O-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No
30	0 = P
80	0 = SL

Professional (P) N = 30  
Service & Labor (SL) N = 80

## INCIDENCE OF MENTAL RETARDATION

No significant differences were evidenced when estimates of incidence for mental retardation were analyzed by the occupation variable. (Table O-3). (Since the focus of this study is upon mental retardation, other disability areas are not analyzed in this report).

TABLE O-3  
RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES  
(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty Four (10-24)	Twenty Five - Forty Nine (25-49)	Fifty-Nine Nine (50-99)	One Hundred - Two Hundred Ninety Nine (100-299)	Three Hundred & Over (300+)	Don't Know
Mental Retardation	0 1	20 26	9 13	34 33	75 88	21 29	8 10	11 18	4 9	5 =P 7 =SL
Blindness	0 1	48 33	26 25	47 63	31 52	13 22	3 10	10 14	0 6	9 8
Cerebral Palsy	1 0	56 35	27 30	38 54	27 49	13 17	8 11	2 14	0 7	15 17
Paralytic Polio	3 4	71 51	30 31	30 42	18 53	11 16	7 10	2 8	0 4	15 15
Rheumatic Heart Disease	2 0	34 18	26 20	39 46	40 72	19 24	7 16	8 18	2 8	10 12

Professional (P) N = 187

Service and Laborer (SL) N = 234

## CAUSES OF MENTAL RETARDATION

When the occupation variable was applied to analysis of responses identifying causes of mental retardation, no significant differences were found. (Table O-4).

TABLE O-4  
CAUSES OF MENTAL RETARDATION  
(IDENTIFIED BY RESPONDENTS)

Hereditry	Birth Injury	Disease/ Illness	Accident/ Trauma	Pre-Natal Factors	
72	105	34	32	60	= P
50	85	36	40	69	= SL

Professional (P) N = 303

Service and Laborer (SL) N = 280

#### PREVENTION OF MENTAL RETARDATION

Significant differences (.01) in answers to the question "Can mental retardation be prevented?" were displayed when this query was analyzed by the occupation of respondents. Identification of means by which mental retardation could be prevented, however, showed no significant differences when assessed by the same variable. (Tables O-5, O-5a).

TABLE O-5  
CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response	
116	71	0	= P
96	136	2	= SL

Professional (P) N = 187

Service and Laborers (SL) N = 234

TABLE O-5a  
HOW TO PREVENT MENTAL RETARDATION  
(BASED UPON 212 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstettrics	Sterilize Unfit Parents	Better Diet/Nutrition	Research	Vague Responses Re Parental Habits	Religion	P.K.U. Test	Other/Don't Know	
48	26	7	6	12	4	1	10	21	= P
44	8	0	3	6	6	0	5	28	= SL

Professional (P) N = 135

Service and Laborers (SL) N = 100

"SOCIAL WORTH" OF MENTAL RETARDATION

Respondents' occupation was a significant factor (.01) in grouping the proportion of mentally retarded persons who would make good friends. (Table O-6)

TABLE O-6  
PERCEIVED SOCIAL WORTH OF THE MENTALLY  
RETARDED

What proportion of Mental Re- tardates Would Make Good:	Almost All	Most	Some	Only A Few	None	Don't Know	Not Answered	
Employees	20	48	87	27	2	2	1	= P
	20	51	92	63	6	1	1	= SL
Neighbors	28	67	72	15	1	2	2	
	44	69	70	42	4	4	1	
Friends	25	53	73	30	3	0	3	
	52	61	64	47	4	4	2	
Citizens	39	66	65	11	3	1	2	
	46	76	70	30	5	5	2	
Parents	5	12	66	64	31	6	3	
	13	19	51	73	61	16	1	
Husbands/ Wives	5	19	71	59	21	9	3	
	10	29	74	60	46	14	1	

Professional (P) N = 187

Service and Laborers (SL) N = 234

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

Answers reflecting significant differences in attitudes about whether mental retardates should vote (.05) and whether mental retardates should marry (.01) were displayed when these questions were analyzed by the occupation of respondents. (Table O-7)

RANKING SERVICES FOR THE MENTALLY RETARDED

Analysis by the occupation variable showed a significant difference (.05) in responses identifying the most important service for the mentally retarded. (Table O-8)



TABLE O-7

RESPONDENTS ATTITUDE TOWARDS VARIOUS ROLES /  
ACTIVITIES / FUNCTIONS FOR THE MENTALLY RETARDED

Should mental retardates:	Yes	No	Don't Know	No Answer
Go Downtown Alone	71 61	98 161	14 12	1 = P 0
Get Medical Care At Regular Hospitals	155 187	26 41	5 5	1 1
Use Public Beaches and/or Playgrounds	150 168	31 58	5 7	1 1
Drink Liquor	22 14	153 211	10 9	2 0
Drive A Car	31 29	141 190	14 14	1 1
Vote	80 98	87 112	18 24	2 0
Marry	61	103	20	3
Have A Family (Children)	44 63	124 147	18 23	2 1
Professional	(P) N = 187			
Service and Laborers	(SL) N = 234			

TABLE O-8

RATING OF MOST IMPORTANT SERVICES FOR THE  
MENTALLY RETARDED

	Special Classes / Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not. Answered
Most Important	76 93	60 46	3 12	27 23	10 18	7 37	1 2	3 = P 3 = SL
Second Most Important	53 60	46 61	3 14	44 38	2 13	32 40	6 5	1 3
Third Most Important	26 26	39 41	8 19	35 41	8 20	58 69	11 13	2 5
Professional	(P) N = 187							
Service and Laborers	(SL) N = 234							

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Occupation was a significant factor (.01) in answers relating to whether the subjects were familiar with groups/associations working to help the mentally retarded. The same variable, however, displayed no significance when applied to the question of the respondents' participation in a program/drive to help the mentally retarded (Tables O-9, O-9a).

TABLE O-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO  
HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No	
	145	42	= P
	121	113	= SL

Professional (P) N = 187

Service and Laborers (SL) N = 234

TABLE O-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE  
MENTALLY RETARDED

(BASED UPON 266 "YES" ANSWERS)

Has respondent participated in such activity?	Yes	No	
	77	68	= P
	53	78	= SL

Professional (P) N = 145

Service and Laborer (SL) N = 234

GROUPING THE MENTALLY RETARDED

In grouping the mentally retarded on various statements, analysis by the occupation variable produced significant differences (.01) in responses related to the proportion of mental retardates who look differently. (Table O-10)

TABLE O-10

GROUPING OF THE MENTALLY RETARDED  
ON VARIOUS STATEMENTS

What proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered
Look Differently	21 54	37 49	66 69	55 54	7 6	1 2	0 0
Are Mentally Ill or Insane	2 14	9 24	44 67	92 105	25 10	14 14	1 0
Can Live "Normal" Lives	18 27	68 72	74 75	20 55	2 3	4 2	1 0
Should Be In Institutions	6 12	7 28	69 90	91 93	6 8	7 3	1 0
Had Mentally Retarded Parents	1 2	11 5	57 61	85 115	9 21	24 28	0 2
Can Have Normal Children	21 14	39 28	48 71	37 63	13 29	33 24	1 0
Should Be Cared For At Home	15 25	56 57	66 73	36 60	5 15	7 4	2 0
Can Be Self-Supporting	8 16	49 43	79 78	44 75	2 19	4 3	1 0
Cannot Ever Learn To Do Anything For Themselves	4 5	3 8	40 56	125 138	12 22	3 5	0 0

Professional (P) N = 187  
Service and Laborers (SL) N = 234

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

Responses showing the rate of agreement to the statement "You can usually tell a mentally retarded person by his looks/appearance" differed significantly (.01) when analyzed by the occupation variable. (Table O-11)

TABLE O-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS  
REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	4 21	43 91	105 81	27 25	7 8	1 0	= P = SL
MR Children Have A Right to Public Education	76 75	93 119	11 26	5 11	2 3	0 0	
A MR Adult Living In Neighborhood Would Tend To Lower Property Values	2 4	19 19	85 100	79 102	2 8	0 1	
Programs for MR Are Too Expensive In Re- lation to What the MR Gains From Them	4 7	13 35	89 99	65 71	16 22	0 0	
A MR Youth Should Not Expect to Par- ticipate in Teenage Community Activities	0 5	41 45	103 121	37 51	6 12	0 0	
You Can Usually Tell A MR By His Looks/ Appearance	8 36	69 97	84 78	22 22	4 1	0 0	
Most Parents of MR Can Have Other Normal Children	72 102	108 117	5 8	1 1	1 6	0 0	
Parents Should Al- low Normal Child To Play With MR Child	41 69	130 125	13 31	0 2	3 7	0 0	
I Would Not Want My Child to Attend A School That Also Has Classes for MR Child	1 7	10 16	87 124	89 85	0 2	0 0	
Most people Feel Uncom- fortable in the Pres- ence of MR Person	15 15	94 113	62 76	9 21	7 9	0 0	

Professional (P) N = 187  
Service and Laborers (SL) N = 234

TABLE O-12

GROUPING THE MENTALLY RETARDED  
ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Re- tardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read and Write	23 40	70 70	74 83	16 35	0 2	4 4	0 0	=P =SL
Learn To Add and Subtract	16 28	61 55	85 87	21 57	0 3	4 4	0 0	
Learn To Feed Themselves	72 82	95 95	18 44	1 11	0 1	1 1	0 0	
Learn To Dress Themselves	63 73	94 94	25 57	4 9	0 1	1 0	0 0	
Learn To Use Public Trans.	19 27	68 50	80 87	17 60	1 7	2 3	0 0	
Learn To Do Simple Sewing	23 25	67 55	79 93	16 51	0 7	1 3	1 0	
Learn To Drive A Car	5 3	15 15	72 66	61 78	28 64	6 8	0 0	
Learn To Dance	29 31	72 65	62 78	23 50	0 7	1 3	0 0	
Have A Regu- lar Job	15 15	55 41	78 86	30 70	2 17	7 4	0 1	

Professional (P) N = 187  
Service and Laborers (SL) N = 234

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

The occupation of respondents was a significant factor in grouping the proportion of mental retardates who could:

Learn to use public transportation (.05)

Have a regular job (.05)

(Table O-12)



### "CURES" FOR MENTAL RETARDATION

No significant differences in answers were displayed when the question "Can mental retardation be cured?" was analyzed by the occupation variable (Table O-13)

TABLE O-13  
CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered
33	154	0 = P
30	201	3 = SL
Professional (P) N = 187		
Service and Laborers (SL) N = 234		

### SEMANTIC DIFFERENTIAL

Figure O-1 graphically presents the mean polarity responses by the occupation variable on word pairs in the semantic differential. Analysis by the total spread of the occupation variable indicates that virtually all groupings ranked the mentally retarded significantly lower (.01) than they ranked the normal person. The only exceptions were manifested by farmers and farm managers on the following:

tense-relaxed (NS)

.....by sales workers on the following:

ugly-beautiful (.05)

cruel-kind (NS)

immoral-moral (NS)

.....and by Laborers on the following:

ugly-beautiful (.05)

cruel-kind (.05)

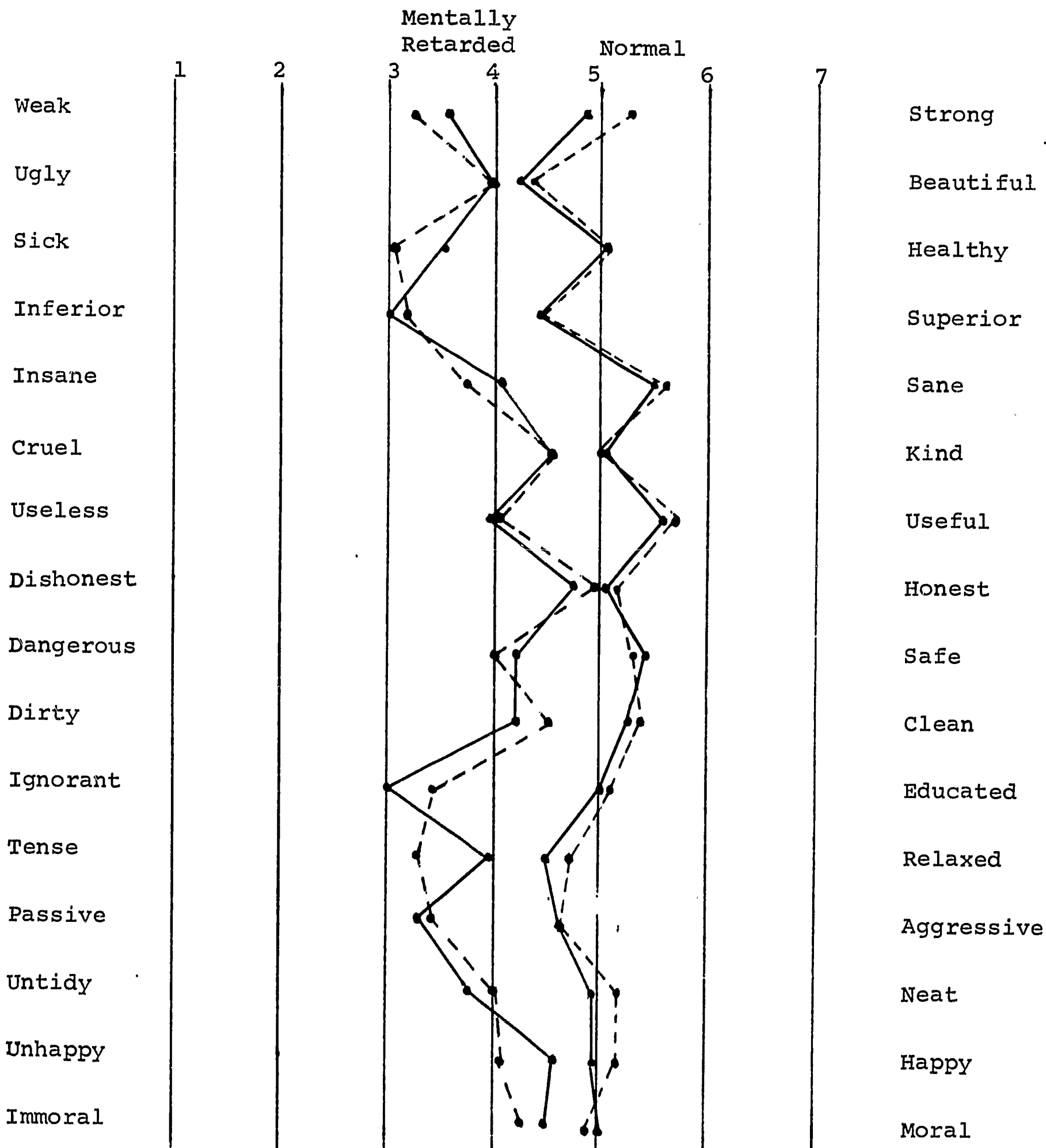
dishonest-honest (NS)

immoral-moral (.05)

(Practical considerations prevented analysis of the scores by the occupation variable).

Relevant to the "normal" semantic differential, responses differed significantly (.01) in indicating whether the subject was thinking about a child or adult when this area was investigated by the variable of occupation. No significant differences in responses were evidenced when the same question was applied for mental retardation.

Semantic Differential  
Variable: Occupation\*



\*See narrative section  
for statistical analysis

Key  
 \_\_\_\_\_ Professional  
 ----- Service Workers,  
 Laborers

Figure 0 -1

The occupation variable was not a significant factor in responses indicating whether the subjects were thinking of a male or female on either of the semantic differentials. (Tables O-14, O-14a, O-15, O-15a)

TABLE O-14  
SEMANTIC DIFFERENTIAL  
NORMAL

Respondent was thinking about:	Child	Adult	Both	No One In Par-ticular	Don't Know	Not Answered
	5	133	20	28	0	1 = P
	27	116	39	50	0	2 = SL

Professional (P) N = 187  
Service and Laborers (SL) N = 234

TABLE O-14a

Respondent was thinking about:	Male	Female	Both	No One In Par-ticular	Don't Know	Not Answered
	41	7	74	63	1	1 = P
	40	22	100	70	0	2 = SL

Professional (P) N = 187  
Service and Laborers (SL) N = 234

TABLE O-15

SEMANTIC DIFFERENTIAL  
RETARDED

Respondent was thinking about:	Child	Adult	Both	No One In Par-ticular	Don't Know	Not Answered
	64	58	33	28	1	3 = P
	84	53	42	51	0	4 = SL

Professional (P) N = 187  
Service and Laborers (SL) N = 234

TABLE O-15a

Respondent was thinking about:	Male	Female	Both	No One In Par-ticular	Don't Know	Not Answered
	40	14	74	55	1	3 = P
	4	41	25	107	57	0 = SL

Professional (P) N = 187  
Service and Laborers (SL) N = 234

RESPONDENTS ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Significance (.05) was found when the variable of occupation was applied to answers indicating whether the subjects felt that they knew a mentally retarded person.

TABLE O-16

RESPONDENTS' ACQUAINTANCE WITH A  
MENTALLY RETARDED PERSON

Respondent knows a  
mentally retarded  
person:

Yes	No	Not Answered	
167	20	0	= P
182	51	1	= SL

Professional (P) N = 187

Service and Laborers (SL) N = 234

# VARIABLE: INCOME

## SAMPLE DISTRIBUTION

The sample distribution for the variable income is indicated in Table I-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table I-1a.

TABLE I-1

### VARIABLE: TOTAL FAMILY INCOME\*

Refused/ No Answer	\$2999 and Under	\$3000- 3999	\$4000- 4999	\$5000- 5999	\$6000- 6999	\$7000- 7999	\$8000- 9999	\$10,000- 14,999	\$15,000 or Over
36	234	98	127	142	138	135	198	220	103

N = 1431

\*Eighty-four (84) respondents who never heard of mental retardation were deleted. See Table 18.

TABLE I-1a

### VARIABLE: INCOME POLARITIES\*\*

Respondents with  
income under \$5000

N = 459

Respondents with  
income over \$10,000

N = 323

\*\*By using income polarities, 649 respondents are omitted in tabular presentations

## SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Income was a significant factor in effecting answers to the question of whether or not the subject had heard about mental retardation in the past few months (.01) as well as in responses indicating the source (s) of information (.01). Respondents with better income generally identified printed media and personal and/or oral communication to a greater extent than did their counterparts with lower income. Radio and television were identified most frequently by subjects in the lower income brackets. (Tables I-2, I-2a).



TABLE I-2

HAS RESPONDENT HEARD/READ ABOUT  
MENTAL RETARDATION IN LAST FEW MONTHS?

Yes	No
311	148 = U
251	72 = O

Income under (U) \$5000 N = 459  
Income over (O) \$10,000 N = 323

TABLE I-2a

SOURCES OF INFORMATION ABOUT MENTAL  
RETARDATION

Newspaper	Magazine	Books	Radio	Tele- vision	Movies	Lectures/ Talks	Family/ Friends	Conver- sation
141	101	23	111	228	15	8	49	60 = U
153	130	19	59	154	16	26	63	96 = O

Income under (U) \$5000 N = 691\*  
Income over (O) \$10000 N = 662\*

\*Includes multiple responses

TABLE I-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No
148	0 = U
72	0 = O

Income under (U) \$5000 N = 148  
Income over (O) \$10000 N = 72

#### INCIDENCE OF MENTAL RETARDATION

Responses estimating the incidence of mental retardation disclosed no significant differences when analyzed by the income variable. (Table I-3) (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report)

TABLE I-3  
RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES  
(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty Four (10-24)	Twenty Five - Forty Nine (25-49)	Fifty-Nine Nine (50-99)	One Hundred-Two Hundred Ninety Nine (100-299)	Three Hundred & Over (300+)	Don't Know
Mental Retardation	1 0	47 51	26 17	91 81	165 102	47 28	27 16	26 20	19 1	10 = U 7 = C
Blindness	0 0	59 95	55 47	124 66	104 48	44 30	12 12	25 8	13 2	23 15
Cerebral Palsy	2 2	75 89	52 60	101 71	108 31	26 26	21 12	20 5	10 0	44 27
Paralytic Polio	4 4	87 113	56 54	107 58	97 34	35 20	21 17	19 0	6 0	27 23
Rheumatic Heart Disease	1 2	32 49	54 41	93 72	127 73	51 38	22 18	33 9	16 2	30 19

Income under (U) \$5000 N = 459  
Income over (O) \$10000 N = 323

#### CAUSES OF MENTAL RETARDATION

Significance at the .05 level was evidenced when responses identifying causes of mental retardation were analyzed by the level of the subjects income. (Table I-4).

#### PREVENTION OF MENTAL RETARDATION

Differences in responses significant at the .01 level were found to both (1) the question, "Can mental retardation be prevented?" and (2) identification of means by which mental retardation can be prevented. (Tables I-5, I-5a).

TABLE I-4

CAUSES OF MENTAL RETARDATION  
(IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/ Illness	Accident/ Trauma	Pre-Natal Factor	
112	159	65	52	136	= U
106	150	75	58	97	= O

Income under (U) \$5000 N = 524\*

Income over (O) \$10000 N = 486\*

\*Includes multiple responses

TABLE I-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No
188	271 = U
167	156 = O

Income under (U) \$5000 N = 459

Income over (O) \$10000 N = 323

TABLE I-5a

HOW TO PREVENT MENTAL RETARDATION  
(BASED UPON 355 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize unfit parents	Better Diet/ Nutrition	Research	Vague Responses Re: Parental Responses	Religion	P.K.U. Test	Other and/or Don't Know
70	22	3	5	16	18	3	4	48 = U
63	20	10	6	7	5	0	21	46 = O

Income under (U) \$5000 N = 189\*

Income over (O) \$10000 N = 178\*

\*Includes multiple responses

# "SOCIAL WORTH" OF MENTAL RETARDATEES

The level of income manifested by respondents had no significant impact upon the manner in which they grouped the mentally retarded on various social roles. (Table I-6).

TABLE I-6

## PERCEIVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only a Few	None	Don't Know	Not Answered
Employees	45	95	182	109	18	8	2 = U
	36	73	146	57	8	2	1 = O
Neighbors	83	143	140	72	7	11	3
	60	111	106	32	10	3	1
Friends	89	126	145	78	10	8	3
	57	86	113	53	10	2	2
Citizens	79	134	135	79	20	11	1
	71	106	101	32	9	3	1
Parents	19	34	96	153	132	23	2
	11	22	84	104	91	9	2
Husbands/ Wives	21	43	106	158	104	25	2
	11	33	106	94	64	14	1

Income under (U) \$5000 N = 459

Income over (O) \$10000 N = 323

## PARTICIPATION IN VARIOUS ROLES/FUNCTIONS/ACTIVITIES

Responses indicating differences in attitudes were found when statements regarding certain roles/activities/functions for the mentally retarded were analyzed by the income of respondents. Significance was found in attitudes concerned with whether the mentally retarded should:

Drink liquor (.01)

Drive a car (.01)

Marry (.01)

Have a family (Children) (.01)

Higher income levels tended to reflect greater leniency or permissiveness in attitudes on the aforementioned statements (Table I-7).

TABLE I-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/  
ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should Mental Retardates:	Yes	No	Don't Know	No Answer
Go Downtown Alone	121	306	32	0 = U
	110	197	16	0 = O
Get Medical Care At	385	63	10	1
Regular Hospitals	265	56	2	0
Use Public Beaches	333	110	13	3
and/or Playgrounds	250	61	12	0
Drink Liquor	14	430	14	1
	33	269	20	1
Drive a Car	42	393	24	0
	40	276	7	0
Vote	175	241	41	2
	122	181	19	1
Marry	141	285	31	2
	111	186	26	0
Have a Family	86	332	39	2
(Children)	67	232	24	0
Income under (U) \$5000	N = 459			
Income over (O) \$10000	N = 323			

RANKING SERVICES FOR THE MENTALLY RETARDED

No significant differences in ranking services for the mentally retarded were found when answers in this area were analyzed by the variable of income, (Table I-8)

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

The level of respondents' income significantly (.01) effected answers reflecting knowledge about groups working to help the mentally retarded. However, no significant differences were mirrored in responses indicating personal participation in programs or drives to help the mentally retarded. (Table I-9, I-9a)



TABLE I-8

RATING OF MOST IMPORTANT SERVICES FOR THE  
MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retar- dates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most Important	185	105	18	46	19	69	7	10 = U
	138	102	1	27	15	33	3	4 = O
Second Most	126	89	32	75	25	91	12	9
Important	95	77	5	70	13	58	4	1
Third Most	48	80	40	87	36	121	35	12
Important	49	68	15	66	16	91	17	1

Income Under (U) \$5000 N = 459

Income Over (O) \$10000 N = 323

TABLE I-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING  
TO HELP THE MENTALLY RETARDED

Has respondent heard  
of such organizations?

Yes	No
238	221 = U
222	101 = O

Income Under (U) \$5000 N = 459

Income Over (O) \$10000 N = 323

TABLE I-9a

Has respondent participated  
in such activity?

Yes	No
92	146 = U
104	118 = O

Income Under (U) \$5000 N = 238

Income Over (O) \$10000 N = 222

### GROUPING THE MENTALLY RETARDED

When grouping the mentally retarded on a number of various statements, the level of respondent income apparently was a factor. Significant differences in grouping were found in the proportion of mentally retardates who:

- Are mentally ill or insane (.05)
- Can live "normal" lives (.05)
- Should be in institutions (.05)
- Can have normal children (.01)
- Can be self supporting (.01)

(Table I-10)

### MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

Respondents agreement upon miscellaneous statements about the mentally retarded differed significantly on the following statements when analyzed by the income variable:

- Mental retardates never know they differ from other people (.05)
- A retarded youth should not expect to participate in teenage community activities (.05)
- You can usually tell a retardate by his looks/appearance (.01)

(Table I-11)

### RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

When subjects indicated the proportion of mental retardates who could perform various roles or activities, significant differences were found in grouping those who could:

- Learn to use public transportation (.01)
- Learn to do simple sewing (.01)
- Learn to drive a car (.01)
- Learn to dance (.01)

Respondents in higher income brackets displayed a more positive outlook concerning the potential of mentally retarded persons in the aforementioned activities. (Table I-12)

### "CURES" FOR MENTAL RETARDATION

No significant difference was evidenced in answers to the question "Can mental retardation be cured?" when analyzed by the variable of respondent income (Table I-13).

TABLE I-10

GROUPING OF THE MENTALLY RETARDED  
ON VARIOUS STATEMENTS

What proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Look Differently	105 48	105 76	141 93	85 97	16 7	7 2	0 0	=U =O
Are Mentally Ill or Insane	22 10	45 12	43 80	190 158	19 43	39 20	1 0	
Can Live "Normal" Lives	53 27	140 119	156 128	91 38	5 6	13 4	1 1	
Should Be In Institutions	26 6	52 17	172 120	178 158	14 10	15 10	2 2	
Had Mentally Retarded Par- ents	7 4	17 15	114 85	223 153	36 29	61 37	1 0	
Can Have Normal Child- ren	28 35	45 57	135 85	117 69	73 22	60 53	1 2	
Should Be Cared For at Home	52 31	100 105	168 116	103 46	24 16	12 8	0 1	
Can be Self- Supporting	26 18	75 73	167 134	144 84	33 8	12 6	2 0	
Cannot Ever Learn To Do Anything For Themselves	6 4	23 20	127 52	264 217	29 25	10 5	0 0	

Income Under (U) \$5000 N = 459  
Income Over (O) \$10000 N = 323

TABLE I-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS  
REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	38 15	171 85	199 173	37 41	14 8	0 1	=U =O
MR Children Have A Right to Public Education	141 114	244 175	53 28	12 4	7 2	2 0	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	9 2	52 24	214 163	167 128	17 4	0 2	
Programs for MR Are Too Expensive In Re- lation to What the MR Gains From Them	9 6	69 37	214 163	120 95	47 22	0 0	
A MR Youth Should Not Expect to Par- ticipate in Teenage Community Activities	10 3	113 68	240 189	66 54	29 9	1 0	
You Can Usually Tell A MR By His Looks/ Appearance	52 24	229 130	141 129	28 33	9 7	0 0	
Most Parents of MR Can Have Other Normal Children	167 126	255 181	13 8	7 3	15 5	2 0	
Parents Should Al- low Normal Child To Play With MR Child	95 67	289 219	61 26	3 1	10 10	1 0	
I would Not Want My Child To Attend A School That Also Has Classes for MR Child	8 2	53 20	254 171	136 129	7 1	1 0	
Most People Feel Un- comfortable In The Presence of MR Person	22 33	210 168	176 102	33 12	16 8	2 0	

Income Under (U) \$5000 N = 459

Income Over (O) \$10000 N = 323

TABLE I-12

GROUPING THE MENTALLY RETARDED  
ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Re- tardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read and Write	81 40	151 124	161 126	58 28	1 0	6 5	1 0	=U =O
Learn To Add and Subtract	51 24	117 109	178 136	102 51	4 1	6 2	1 0	
Learn To Feed Themselves	161 113	204 170	74 31	16 8	1 0	1 1	2 0	
Learn To Dress Themselves	140 101	200 174	86 39	27 7	1 0	4 2	1 0	
Learn To Use Public Trans.	43 34	101 111	164 125	121 49	22 3	5 1	3 0	
Learn To Do Simple Sewing	48 36	114 126	189 118	89 39	15 1	2 3	2 0	
Learn To Drive A Car	7 9	21 28	120 104	164 115	131 57	15 10	1 0	
Learn To Dance	56 48	125 117	139 107	107 45	21 2	11 4	0 0	
Have A Regu- lar Job	28 20	73 80	190 146	120 61	35 9	11 6	2 1	

Income Under (U) \$5000 N = 459

Income Over (O) \$10000 N = 323

TABLE I-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not answered
61	391	7 = U
40	281	2 = O

Income Under (U) \$5000 N = 459

Income Over (O) \$10000 N = 323



# SEMANTIC DIFFERENTIAL

Figure I-1 graphically presents the mean polarity responses by the income variable on word pairs in the semantic differential. Analysis by the total spread of the income variable indicates that all groups ranked the mentally retarded significantly lower (.01) than they ranked a normal person. (Practical consideration prevented analysis of these scores by the age variable).

When answering questions related to the "normal" semantic differential, significant differences in responses (.01) were evidenced in terms of whether the subject was thinking of a child or adult. No significant differences in responses were displayed when the same question was applied to the semantic differential for the mentally retarded.

Also, relative to both semantic differentials, the amount of respondents' income did not significantly effect answers indicating whether subjects were thinking of a male or female. (Table I-14, I-14a, I-15, I-15a)

TABLE I-14

Respondent was thinking about:	SEMANTIC DIFFERENTIAL					Not Answered
	Child	Adult	Both	No One In Par- ticular	Don't Know	
	28	253	68	101	0	9 = U
	10	253	26	31	0	3 = O

Income Under (U) \$5000 N = 459

Income Over (O) \$10000 N = 323

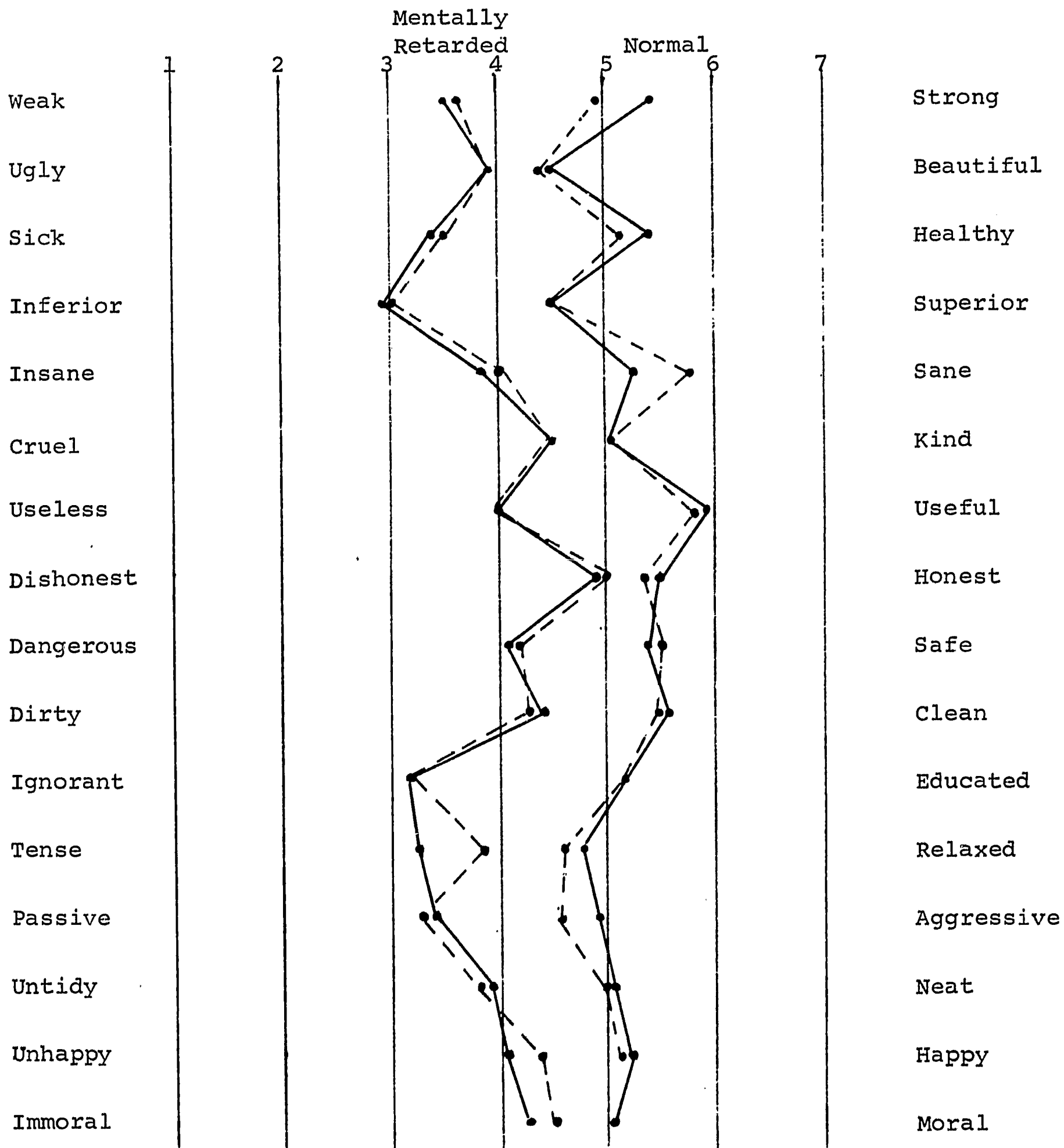
TABLE I-14a

TABLE I-14a							
Respondent was thinking about:	Male	Fe- male	Both	No One In Par- ticular	Don't Know	Not Answered	
	86	35	189	138	0	11	= U
	74	16	131	95	3	4	= O

Income Under (U) \$5000 N = 459

Income Over (O) \$10000 N = 323

Semantic Differential  
Variable: Income\*



\*See narrative section  
for statistical analysis

Key  
 \_\_\_\_\_ \$5,000 and under  
 ----- \$10,000 and over

Figure I-1

TABLE I-15

SEMANTIC DIFFERENTIAL

Respondent was thinking about:	MENTALLY RETARDED PERSON						Not Answered
	Child	Adult	Both	No One In Particular	Don't Know		
	161	116	95	77	0	10 = U	
	128	108	44	40	0	3 = O	

Income Under (U) \$5000 N = 459

Income Over (O) \$10000 N = 323

Respondent was thinking about:	TABLE I-15a						Not Answered
	Male	Female	Both	No One In Particular	Don't Know		
	90	53	198	107	0	11 = U	
	84	21	116	98	1	3 = O	

Income Under (U) \$5000 N = 459

Income Over (O) \$10000 N = 323

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

No significant differences in responses were found when the income variable was applied to analysis of the subjects' acquaintance with the mentally retarded person. (Table I-16)

TABLE I-16

RESPONDENTS' ACQUAINTANCE WITH  
A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No
	377	80 = U
	267	56 = O

Income under (U) \$5000 N = 459

Income over (O) \$10000 N = 323

# VARIABLE: RACE

## SAMPLE DISTRIBUTION

The sample distribution for the variable "race" is indicated in Table R-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the races indicated in Table R-1a. In a realistic sense, the dichotomy of white and negro virtually represents the total population.

TABLE R-1

VARIABLE: RACE OF RESPONDENTS\*

White	Negro	Oriental	Other/Not Answered.
1247	173	3	8
N = 1431			

\*Eighty-four (84) respondents who never heard of mental retardation were deleted. See Table 18.

TABLE R-1a

TABULAR PRESENTATION BY RACE\*\*

White	Negro
N = 1247	N = 173

\*\*Using the two largest groupings by race, 11 respondents are omitted in tabular presentations.

## SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Respondes indicating whether or not subjects had heard about mental retardation in the past few months differed significantly (.01) when analyzed by the race variable. No significant differences, however, were manifested when respondents indicated sources of their information about mental retardation (Tables R-2, R-2a).

TABLE R-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL RETARDATION IN LAST FEW MONTHS?

Yes	No
930	317 = W
107	66 = N

White (W) N = 1247  
Negro (N) N = 173

TABLE R-2a  
SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures/ Talks	Family/ Friends	Conver- sation and Other	
508	398	64	188	647	18	60	203	263	= W
37	23	10	22	80	8	5	10	17	= N

White (W) N = 2349\*

Negro (N) N = 212\*

\* Includes multiple responses

TABLE R-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No
317	0
66	0

White (W) N = 317

Negro (N) N = 66

### INCIDENCE OF MENTAL RETARDATION

When the race variable was applied to estimates indicating the incidence of mental retardation, statistical significance in responses at the .01 level was manifested (Table R-3) (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report).

### CAUSES OF MENTAL RETARDATION

There were no significant differences in responses identifying causes of mental retardation when this area was analyzed by the race variable. (Table R-4)

### PREVENTION OF MENTAL RETARDATION

No significant differences were evidenced between the various races in responses to questions concerning the prevention of mental retardation and the identification of means by which mental retardation could be prevented. (Tables R-5, R-5a)



TABLE R-3  
RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES  
(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty Four (10-24)	Twenty Five - Forty Nine (25-49)	Fifty - Ninety Nine (50-99)	One Hundred - Two Hundred Ninety Nine (100 - 299)	Three Hundred & Over (300+)	Don't Know	
Mental Retardation	1 0	153 17	77 8	265 26	418 74	125 15	71 9	81 13	24 10	32 1	=W =N
Blindness	3 0	263 20	159 19	299 51	248 28	101 20	45 5	49 19	13 10	67 1	
Cerebral Palsy	5 2	258 27	187 18	277 40	224 39	82 18	54 3	34 15	8 7	118 6	
Paralytic Polio	16 0	374 34	195 19	234 37	177 33	81 17	49 9	27 9	3 9	91 6	
Rheumatic Heart Disease	6 0	154 14	157 14	272 33	293 49	126 22	64 12	75 13	13 14	87 2	
White (W) N = 1247											
Negro (N) N = 173											

TABLE R-4  
CAUSES OF MENTAL RETARDATION  
(IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/Illness	Accident/Trauma	Prenatal Factors	
359	543	226	211	395	= W
47	57	23	14	52	= N

White (W) N = 1734\*

Negro (N) N = 193\*

\* Includes multiple responses

TABLE R-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response
565	676	6 = W
71	96	6 = N

White (W) N = 1247

Negro (N) N = 173

TABLE R-5a

HOW TO PREVENT MENTAL RETARDATION  
(BASED UPON 636 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parents	Better Diet/ Nutrition	Research	Vague Respon- ses Re: Par- ental Habits	Religion	P.K.U. Test	Other/Don't Know
219	71	19	21	43	34	4	50	147 = W
29	6	0	2	6	6	0	0	29 = N

White (W) N = 608\*

Negro (N) N = 78\*

\*Includes multiple responses

"SOCIAL WORTH" OF MENTAL RETARDATES

Differences in response significant at the .01 level were found when respondents grouped the number of mentally retarded persons who would make good employees (Table R-6)

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS/ROLES

The variable "race" effected responses indicating attitudes towards various roles, activities and functions for the mentally retarded. Significant differences were evidenced by answers to questions of whether the mentally retarded should:

Go downtown alone (.05)

Marry (.01)

Have a family (children) (.05)

Members of the white race were more willing (proportionately) to allow the mentally retarded to go downtown alone; however, negroes were proportionately more lenient in attitudes reflecting marriage and a family (children) for the mentally retarded. (Table R-7).

TABLE R-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY  
RETARDED

What proportion of retardates would make good:	Almost All	Most	Some	Only a Few	None	Don't Know	Not Answered
Employees	121	289	568	232	25	10	2 = W
	18	27	62	47	12	6	1 = N
Neighbors	219	428	410	150	18	19	3
	30	45	51	30	6	10	1
Friends	227	366	418	180	25	26	5
	30	39	56	35	6	5	2
Citizens	274	399	367	153	29	21	4
	22	47	55	33	7	8	1
Parents	44	96	310	391	344	56	6
	7	9	43	61	39	12	2
Husbands/ Wives	49	123	371	377	256	66	5
	9	12	42	66	31	12	1

White (W) N = 1247

Negro (N) N = 173

RANKING SERVICES FOR THE MENTALLY RETARDED

No significant differences were found in ranking the most important services for the mentally retarded when answers in this area were analyzed by the race of the respondent (Table R-8)

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

The race of respondents was a significant factor (.05) in answers indicating whether the subject knew of any groups or organizations working for the mentally retarded with whites being more aware (proportionately) than negroes. There were no significant differences, however, in answers concerning the subject's participation in programs or drives to help the mentally retarded. (Tables R-9, R-9a).

TABLE R-7

RESPONDENTS ATTITUDE TOWARDS VARIOUS ROLES/  
ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should mental retardates:	Yes	No	Don't Know	No Answer	
Go Downtown Alone	413	745	85	4	= W
	33	130	10	0	= N
Get Medical Care At	1021	203	21	2	
Regular Hospitals	137	31	5	0	
Use Public Beaches	951	259	37	5	
and/or Playgrounds	120	47	5	1	
Drink Liquor	96	1101	47	3	
	6	157	10	0	
Drive A Car	168	1022	53	4	
	16	141	16	0	
Vote	493	660	88	6	
	82	74	17	0	
Marry	401	738	102	6	
	82	74	17	0	
Have A Family	245	395	103	4	
(Children)	51	100	22	0	
White (W) N = 1247					
Negro (N) N = 173					

GROUPING THE MENTALLY RETARDED

In grouping the mentally retarded on various statements, the variable "race" elicited significantly different responses about the proportion of mentally retardates that:

- Are mentally ill or insane (.05)
- Can live "normal" lives (.05)
- Should be in institutions (.01)
- Can have normal children (.05)
- Should be cared for at home (.01)
- Can be self supporting (.01)
- Cannot learn to do anything for themselves (.01)

(Table R-10)

- 110 -  
TABLE R-8

RATING OF MOST IMPORTANT SERVICES FOR THE  
MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counsel- ing for Parents of Retar- dates	Institu- tions	Centers Where Re- tardates Can Learn Jobs	Day Care Centers	Not Answered
Most Important	521 67	362 43	25 8	121 18	66 4	133 22	6 6	13 = W 5 = N
Second Most Important	366 49	285 41	47 14	228 25	51 9	240 25	19 5	11 5
Third Most Important	152 17	231 24	67 20	266 23	79 18	374 55	65 10	13 6
White (W) N = 1247								
Negro (N) N = 173								

TABLE R-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO  
HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No
	762	485 = W
	84	89 = N
White (W) N = 1247		
Negro (N) N = 173		

TABLE R-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE  
MENTALLY RETARDED  
(BASED UPON 846 "YES" ANSWERS)

Has respondent participated in such activity?	Yes	No
	346	416 = W
	30	54 = N
White (W) N = 1247		
Negro (N) N = 173		



TABLE R-10

GROUPING OF THE MENTALLY RETARDED  
ON VARIOUS STATEMENTS

What Proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Look Differently	228 30	285 34	393 56	285 43	49 8	12 2	0 0	=W =N
Are Mentally Ill or Insane	47 11	79 24	346 57	587 70	102 5	86 6	4 0	
Can Live "Normal" Lives	132 23	449 46	451 61	173 39	20 2	18 1	4 1	
Should Be In Institutions	34 16	93 23	463 65	575 59	41 6	36 4	5 0	
Had Mentally Retarded Par- ents	11 4	43 4	319 53	598 77	123 14	149 21	4 0	
Can Have Normal Child- ren	110 11	202 20	333 55	280 52	128 21	189 14	5 0	
Should Be Cared For At Home	117 18	342 25	489 61	216 50	55 16	23 3	5 0	
Can Be Self- Supporting	63 5	275 21	517 61	320 64	48 18	20 4	4 0	
Cannot Ever Learn To Do Anything For Themselves	17 7	55 9	264 52	816 90	75 12	20 3	0 0	

White (W) N = 1247

Negro (N) N = 173

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

Respondents' agreement upon various statements about the mentally retarded were significantly effected by the variable "race" on the following:

Mentally retarded children have a right to public education (.01)

A mentally retarded adult living in the neighborhood would tend to lower property values (.01)

Parents should allow their normal child to play with a retarded child (.01)

I would not want my child to attend a school that also has classes for retarded children (.01)

Table R-11)

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

The race variable was a significant factor in responses grouping the mentally retarded on their ability to perform various functions. Statistical significance was evidenced in answers indicating the proportion of mental retardates that can:

Learn to add and subtract (.01)

Learn to feed themselves (.01)

Learn to dress themselves (.01)

Learn to use public transportation (.01)

Learn to do simple sewing (.01)

Have a regular job (.01)

(Table R-12)

"CURES" FOR MENTAL RETARDATION

Answers to the question "Can mental retardation be cured?" differed significantly (.01) when analyzed by the race variable. Responses indicated that, proportionately, whites gave a greater negative response than negroes. (Table R-13)

TABLE R-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS  
REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree strongly	Don't Know	Not Answered	
MR Never Know They Differ From Other People	73 18	387 60	607 70	133 19	46 6	1 0	=W =N
MR Children Have A Right To Public Education	407 42	682 87	121 29	22 14	11 1	4 0	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	12 4	92 19	629 79	489 61	23 10	2 0	
Programs For MR Are Too Expensive In Re- lation to What the MR Gains From Them	23 6	140 18	607 80	373 56	104 13	0 0	
A MR Youth Should Not Expect to Par- ticipate in Teenage Community Activities	16 4	264 36	701 95	201 32	63 6	2 0	
You Can Usually Tell A MR By His Looks/ Appearance	105 15	553 76	458 54	113 23	18 5	0 0	
Most Parents of MR Can Have Other Normal Children	487 52	688 96	27 6	11 3	32 8	2 8	
Parents Should Al- low Normal Child To Play With MR Child	279 24	813 110	111 32	7 1	35 5	2 1	
I would Not Want My Child To Attend A School That Also Has Classes for MR Child	9 7	99 22	663 102	458 37	17 4	1 1	
Most People Feel Un- comfortable In The Presence of MR Person	83 8	655 87	419 59	59 8	29 3	2 8	

White (W) N = 1247

Negro (N) N = 173

TABLE R-12

GROUPING THE MENTALLY RETARDED  
ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Re- tardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read and Write	192 35	466 35	446 69	121 30	4 0	18 3	0 1	=W =N
Learn To Add and Subtract	18 26	401 25	503 69	198 48	11 1	16 3	0 1	
Learn To Feed Themselves	444 57	622 59	156 41	20 13	0 1	4 1	1 1	
Learn To Dress Themselves	406 42	68 57	187 51	29 19	0 1	7 2	0 1	
Learn To Use Public Trans.	135 13	370 23	488 60	208 64	28 8	16 4	2 1	
Learn To Do Simple Sewing	140 11	401 23	511 70	170 49	10 13	12 4	3 3	
Learn To Drive A Car	28 6	88 7	387 40	442 62	267 45	34 12	1 1	
Learn To Dance	178	394	424	203	26	21	1	
Have A Regu- lar Job	71 12	295 14	563 52	254 63	43 22	18 9	3 1	

White (W) N = 1247

Negro (N) N = 173

TABLE R-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered
146	1088	13 = W
38	133	2 = N

White (W) N = 1247

Negro (N) N = 173

SEMANTIC DIFFERENTIAL

Figure R-1 grafically presents mean responses by whites and negroes on word pairs in the semantic differential. In all cases, analysis indicates that each race scored the mentally retarded significantly lower (.01) than they scored a normal person. (Practical considerations prevented analysis of these scores by the race variable)

Answers indicating whether the subject was thinking about a child or adult when answering the "normal" semantic differential were significant at the .05 level. No significant differences in responses were evidenced when the same question was applied for mental retardation. Also, relative to the Semantic Differential for both the normal and the mentally retarded, the race of the respondent did not significantly affect answers indicating whether the subject was thinking of a male or a female (Tables R-14, R-14a, R-15, R-15a)

TABLE R-14

SEMANTIC DIFFERENTIAL  
NORMAL

Respondent was thinking about:	Child	Adult	Both	No One In Part-icular	Don't Know	Not Answered
	56	838	133	201	2	17 = W
	13	80	30	47	0	3 = N

White (W) N = 1247

Negro (N) N = 173

TABLE R-14a

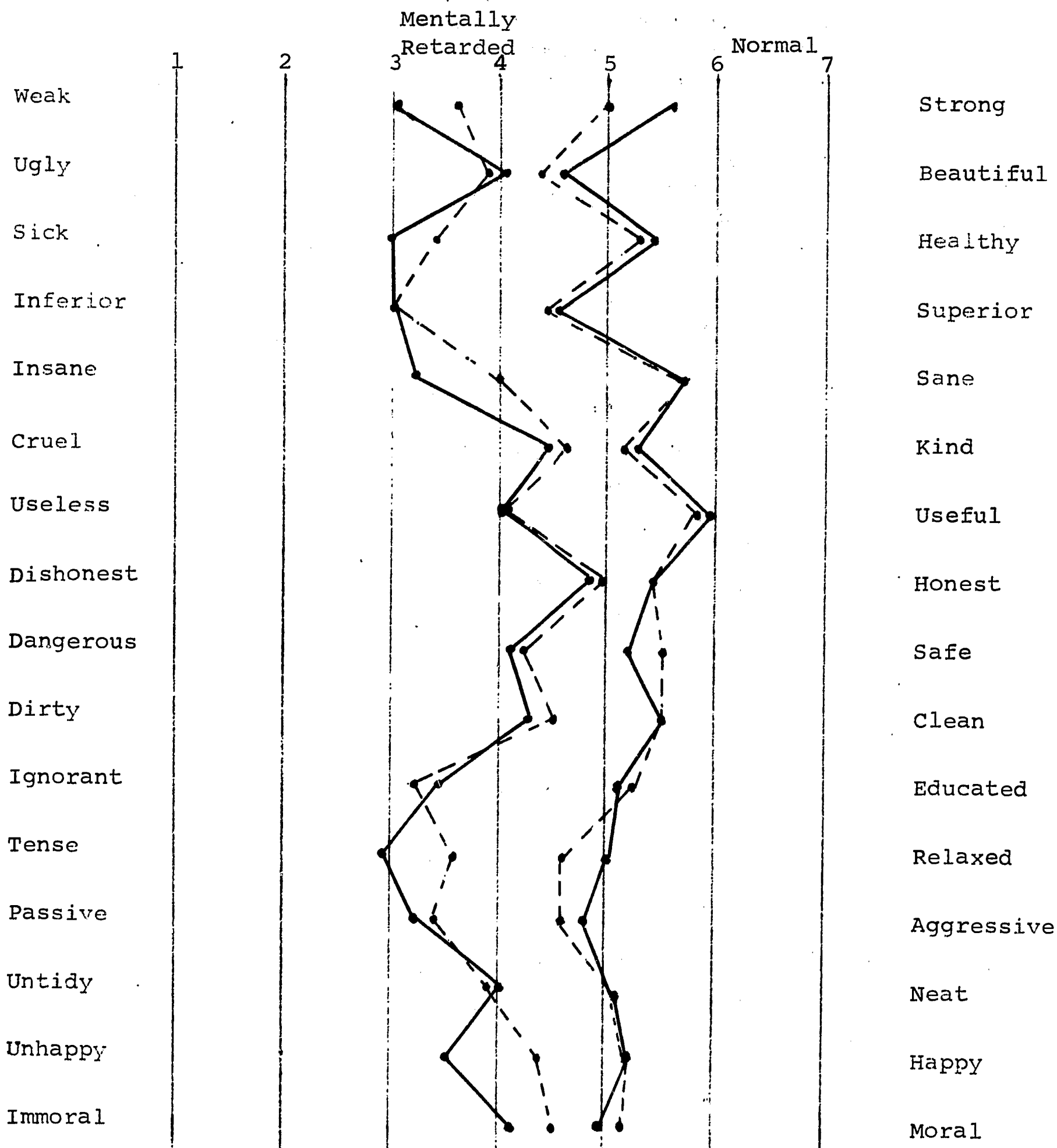
Respondent was thinking about:	Male	Female	Both	No One In Part-icular	Don't Know	Not Answered
	261	68	492	402	4	20 = W
	31	17	57	66	0	2 = N

White (W) N = 1247

Negro (N) N = 173



Semantic Differential  
Variable: Race\*



\*See narrative section  
for statistical analysis

Key  
—— Negro  
----- White

Figure R-1

TABLE R-15

SEMANTIC DIFFERENTIAL  
RETARDED

Respondent was thinking about:	Child	Adult	Both	No One In Par- ticular	Don't Know	Not Answered
	484	351	195	188	4	25 = W
	48	43	44	34	0	4 = N

White (W) N = 1247

Negro (N) N = 173

TABLE 15a

Respondent was thinking about:	Male	Female	Both	No One In Par- ticular	Don't Know	Not Answered
	284	106	475	350	5	27 = W
	25	21	75	48	0	4 = N

White (W) N = 1247

Negro (N) N = 173

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

When the race variable was applied to answers indicating whether the subjects felt that they knew a mentally retarded person, significance (.01) was evidenced, with whites answering proportionately more affirmative. (Table R-16)

TABLE R-16

RESPONDENTS' ACQUAINTANCE WITH  
A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered
	1037	708	2 = W
	124	47	2 = N

White (W) N = 1247

Negro (N) N = 173

# VARIABLE: MARITAL STATUS

## SAMPLE DISTRIBUTION

The sample distribution for the variable "marital status" is indicated in Table M-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table M-1a.

TABLE M-1

VARIABLE: MARITAL STATUS OF RESPONDENTS\*

Married	Widowed	Divorced /separated	single	
1146	126	57	102	N = 1431

\*Eighty-Four respondents who never heard of mental retardation were deleted. See Table 18.

TABLE M-1a

VARIABLE: MARITAL POLARITIES\*\*

Married	Single, Divorced, Separated
N = 1146	N = 159

\*\*By using marital polarities, 126 respondents are omitted in tabular presentations.

## SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

When the variable "marital status" was applied to answers indicating whether respondents had heard about MR in the past few months, no significant differences were found. The same variable, however, elicited differences at the .05 level in sources of information about mental retardation (Tables M-2, M-2a)

TABLE M-2

HAS RESPONDENT HEARD/READ ABOUT  
MENTAL RETARDATION IN LAST FEW MONTHS ?

Yes	No
842	304 = M
117	42 = SSD

Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 159

TABLE M-2a

SOURCES OF INFORMATION ABOUT MENTAL  
RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures/ Talks	Family/ Friends	Conversation /Other
444	348	57	156	580	22	53	173	229 = M
60	45	14	39	118	4	8	25	35 = SSD

Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 348

TABLE M-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No
304	0 = M
42	0 = SSD

Married (M) N = 304  
Single, Separated/Divorced (SSD) N = 42

INCIDENCE OF MENTAL RETARDATION

No significant differences in estimates for the incidence of mental retardation was found when responses were analyzed by the marital status of respondents. (Table M-3) (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report).

TABLE M-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES  
(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty Four (10-24)	Twenty Five - Forty Nine (25-49)	Fifty - Ninety Nine (50-99)	One Hundred - Two Hundred Ninety Nine (100-299)	Three Hundred & Over (300+)	Don't Know	
Mental Retardation	0 1	155 12	70 10	225 37	390 58	113 15	67 9	76 9	23 1	27 7	=M =SSI
Blindness	3 0	249 20	141 22	278 45	219 29	92 20	41 4	50 8	15 4	58 7	
Cerebral Palsy	7 0	246 27	164 27	267 26	199 35	76 14	48 3	35 7	9 3	95 17	
Paralytic Polio	16 0	351 38	178 24	212 29	151 33	83 9	44 7	23 6	6 3	82 10	
Rheumatic Heart Disease	6 0	149 12	144 19	238 41	285 27	111 21	61 11	66 11	19 3	67 14	
Married	(M) N = 1146										
Single, Separated/Divorced	(SSD) N = 159										

CAUSES OF MENTAL RETARDATION

Responses identifying causes of mental retardation disclosed no significant differences when analyzed by the marital status of respondents. (Table M-4).

PREVENTION OF MENTAL RETARDATION

Analysis by the marital status of respondents displayed no significant differences in answer to the question "Can mental retardation be prevented?" Identification of means by which mental retardation could be prevented displayed no significant differences in responses by the marital status of subjects. (Table M-5).



TABLE M-4

CAUSES OF MENTAL RETARDATION  
(IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/ Illness	Accident/ Trauma	Pre-Natal Factors	
315	472	193	184	350	= M
64	93	37	30	49	= SSD

Married (M) N = 1514  
Single, Separated/Divorced (SSD) N = 246

TABLE M-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response
528	612	6 = M
69	89	1 = SSD

Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 159

TABLE M-5a

HOW TO PREVENT MENTAL RETARDATION  
(BASED UPON 397 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parent	Better Diet/ Nutrition	Research	Vague Re- sponses Re: Parental Habits	Religion	P.K.U. Test	Other and/or Don't Know	
196	63	15	20	37	23	2	45	82	= M
34	11	3	1	11	13	0	3	6	= SSD

Married (M) N = 483  
Single, Separated/Divorced (SSD) N = 82

"SOCIAL WORTH" OF MENTAL RETARDATES

The marital status of respondents significantly (.05) effected answers indicating the number of mental retardates who would make good parents (Table M-6)

TABLE M-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY  
RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only a Few	None	Don't Know	Not Answered
Employees	108 21	265 37	504 70	224 26	29 5	14 0	2 = M 0 = SSD
Neighbors	201 32	382 57	374 49	144 15	21 2	22 4	2 0
Friends	212 35	328 45	376 51	172 23	27 2	25 3	6 0
Citizens	245 38	356 55	341 40	146 22	29 2	25 2	4 0
Parents	42 10	86 11	278 49	374 47	312 33	47 9	7 0
Husbands/ Wives	49 9	111 13	336 52	362 43	230 28	54 13	4 1
Married	(M) N = 1146						
Single, Separated/Divorced	(SSD) N = 159						

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

Attitudes towards varous roles/activities/ functions for the mentally retarded were effected by the marital status of respondents. Significant differences were obtained in answers indicating whether the mentally retarded whould:

Drink liquor (.05)

Drive a car (.01)

Marry (.01)

Have a family (Children) (.01)

(Table M-7)

TABLE M-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/  
ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should Mental Retardates:	Yes	No	Don't Know	No Answer
Go Downtown Alone	371	700	71	4 = M
	50	95	14	0 = SSD
Get Medical Care At Regular Hospitals	921	200	23	2
	137	21	1	0
Use Public Beaches and/or Playgrounds	878	234	31	3
	113	40	4	2
Drink Liquor	80	1019	44	3
	17	130	12	0
Drive a Car	153	937	52	4
	24	120	15	0
Vote	453	605	83	5
	74	68	16	1
Marry	406	646	89	5
	55	83	21	0
Have a Family (Children)	246	807	90	3
	37	97	25	0
Married	(M) N = 1146			
Single, Separated/Divorced	(SSD) N = 159			

RANKING SERVICES FOR THE MENTALLY RETARDED

When ranking the second most important service for the mentally retarded, analysis by the marital status of subjects showed significant (.05) differences in responses. (Table M-8)

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

The marital status of respondents significantly (.05) effected their acquaintance with various groups/associations working to help the mentally retarded. No differences, however, were manifested in relation to respondent participation in drives and/or activities to help the mentally when explored by the same variable. (Tables M-9, M-9a)

TABLE M-8

RATING OF MOST IMPORTANT SERVICES FOR THE  
MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most Important	471 68	343 39	26 3	107 19	59 4	117 22	10 1	13 = M 3 = SSD
Second Most Important	340 48	258 40	42 11	212 18	46 8	221 28	16 4	11 2
Third Most Important	138 19	207 29	73 7	237 37	72 12	345 45	63 5	11 5

Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 159

TABLE M-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING  
TO HELP THE MENTALLY RETARDED

Has respondent heard  
of such organizations?

Yes	No
687	459 = M
100	59 = SSD

Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 159

TABLE M-9a

Has respondent  
participated in  
such activity?

Yes	No
309	378 = M
44	56 = SSD

Married (M) N = 687  
Single, Separated/Divorced (SSD) N = 100

### GROUPING THE MENTALLY RETARDED

Analysis by marital status of respondents indicated significant differences in grouping the mentally retarded on various statements. These differences were manifested by answers indicating the proportion of mental retardates who:

Look differently (.01)

Are mentally ill or insane (.05)

Should be in institutions (.05)

Can have normal children (.01)

Should be cared for at home (.05)

Can be self supporting (.01)

Cannot learn to do anything for themselves (.05)

(Table M-10)

### MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

The amount of respondent agreement on various statements concerning the mentally retarded was significantly effected by the variable of marital status. Significant differences in responses were found on the following statements:

Mental retardates never know they differ from other people (.01)

Mentally retarded children have a right to public education (.05)

Programs for retardates are too expensive in relation to what the retardate gains from them (.05)

I would not want my child to attend a school that also has classes for retarded children (.05)

Most people feel uncomfortable in the presence of a mentally retarded person (.05)

(Table M-11)

### RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

Marital status of respondents had a significant impact in grouping the number of mental retardates who could learn to use public transportation (.01), and in grouping the number of mental retardates who could learn to drive a car (.05) (Table M-12).



TABLE M-10

GROUPING OF THE MENTALLY RETARDED  
ON VARIOUS STATEMENTS

What proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Look Differently	204 26	261 25	372 50	259 45	41 7	9 3	0 3	=M =SSD
Are Mentally Ill or Insane	47 5	85 13	318 53	536 69	95 7	60 12	5 0	
Can Live "Normal" Lives	128 21	400 63	422 48	160 23	18 1	13 3	5 0	
Should Be In Institutions	39 6	89 14	438 47	512 78	38 4	25 10	5 0	
Had Mentally Retarded Par- ents	9 3	35 7	305 44	558 71	113 9	123 25	3 0	
Can Have Normal Child- ren	99 14	188 25	319 41	270 42	113 12	152 25	5 0	
Should Be Cared For At Home	95 27	310 31	452 59	215 25	52 9	18 7	4 1	
Can Be Self- Supporting	50 13	232 49	493 44	301 41	53 6	14 5	3 1	
Cannot Ever Learn To Do Anything For Themselves	16 3	51 10	298 31	746 105	70 8	15 2	0 0	

Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 159



TABLE M-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS  
REGARDING THE MENTALLY RETARDED

	Agree strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	66 14	362 31	555 82	123 23	39 9	1 0	=M =SSD
MR Children Have A Right To Public Education	359 49	632 78	116 24	29 5	6 2	4 1	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	14 1	94 9	588 71	426 73	23 5	1 0	
Programs For MR Are Too Expensive In Re- lation to What the MR Gains From Them	25 4	135 9	560 68	338 63	88 15	0 0	
A MR Youth Should Not Expect to Par- ticipate in Teenage Community Activities	16 1	247 28	657 82	175 37	49 11	2 0	
You Can Usually Tell A MR By His Looks/ Appearance	89 14	525 49	412 64	102 28	18 4	0 0	
Most Parents of MR Can Have Other Normal Children	415 68	658 79	31 5	10 2	29 5	3 0	
Parents Should Al- low Normal Child To Play With MR Child	241 42	761 94	105 19	5 0	31 4	3 0	
I would Not Want My Child To Attend A School That Also Has Classes for MR Child	10 3	98 9	638 76	383 67	15 4	2 0	
Most People Feel Un- comfortable In The Presence of MR Person	83 8	597 81	381 51	53 16	29 3	3 0	

Married

(M) N = 1146

Single, Separated/Divorced (SSD) N = 159

TABLE M-12

GROUPING THE MENTALLY RETARDED  
ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Re- tardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read and Write	183 32	401 58	419 51	121 15	3 1	18 2	1 0	=M =SSD
Learn To Add and Subtract	114 23	346 54	468 54	195 24	10 1	12 3	1 0	
Learn To Feed Themselves	398 63	559 69	158 21	27 4	0 0	3 1	1 1	
Learn To Dress Themselves	362 53	558 70	182 29	36 6	0 1	7 0	1 0	
Learn To Use Public Trans.	122 21	326 47	454 49	196 37	27 4	17 1	4 0	
Learn To Do Simple Sewing	119 23	350 49	471 57	175 22	16 5	10 2	5 1	
Learn To Drive A Car	27 5	77 13	350 52	410 55	245 29	36 5	1 0	
Learn To Dance	168 24	356 56	384 44	193 29	28 3	15 3	2 0	
Have A Regu- lar Job	62 16	253 41	512 54	245 37	48 8	22 3	4 0	

Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 159

TABLE M-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered
146	990	10 = M
29	139	1 = SSD

Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 159

"CURES" FOR MENTAL RETARDATION

The marital status of respondents had no impact upon answers to the question "Can mental retardation be cured?" (Table M-13)

# SEMANTIC DIFFERENTIAL

Figure M-1 graphically presents the mean polarity responses by the marital status variable on word pairs in the semantic differential. Analysis by the total spread of the marital status variable indicates that virtually all groupings ranked the mentally retarded significantly lower (.01) than they reanked the "normal" person. The only exceptions were manifested by respondents who were single or separated/divorced on the following:

ugly-beautiful (NS)  
cruel-kind (.05)  
dishonest-honest (NS)  
tense-relaxed (NS)  
immoral-moral (NS)

On the "normal" semantic differential, significant differences were manifested in statements indicating whether the respondent was thinking of a child or adult (.05); a male or female (.01). No differences in responses were found when these same question were analyzed for the "mentally retarded" semantic differential. (Tables M-14, M-14a, M-15, M-15a)

TABLE M-14

SEMANTIC DIFFERENTIAL						
NORMAL						
Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered
	49	757	132	193	2	13 = M
	9	96	23	29	0	2 = SSD

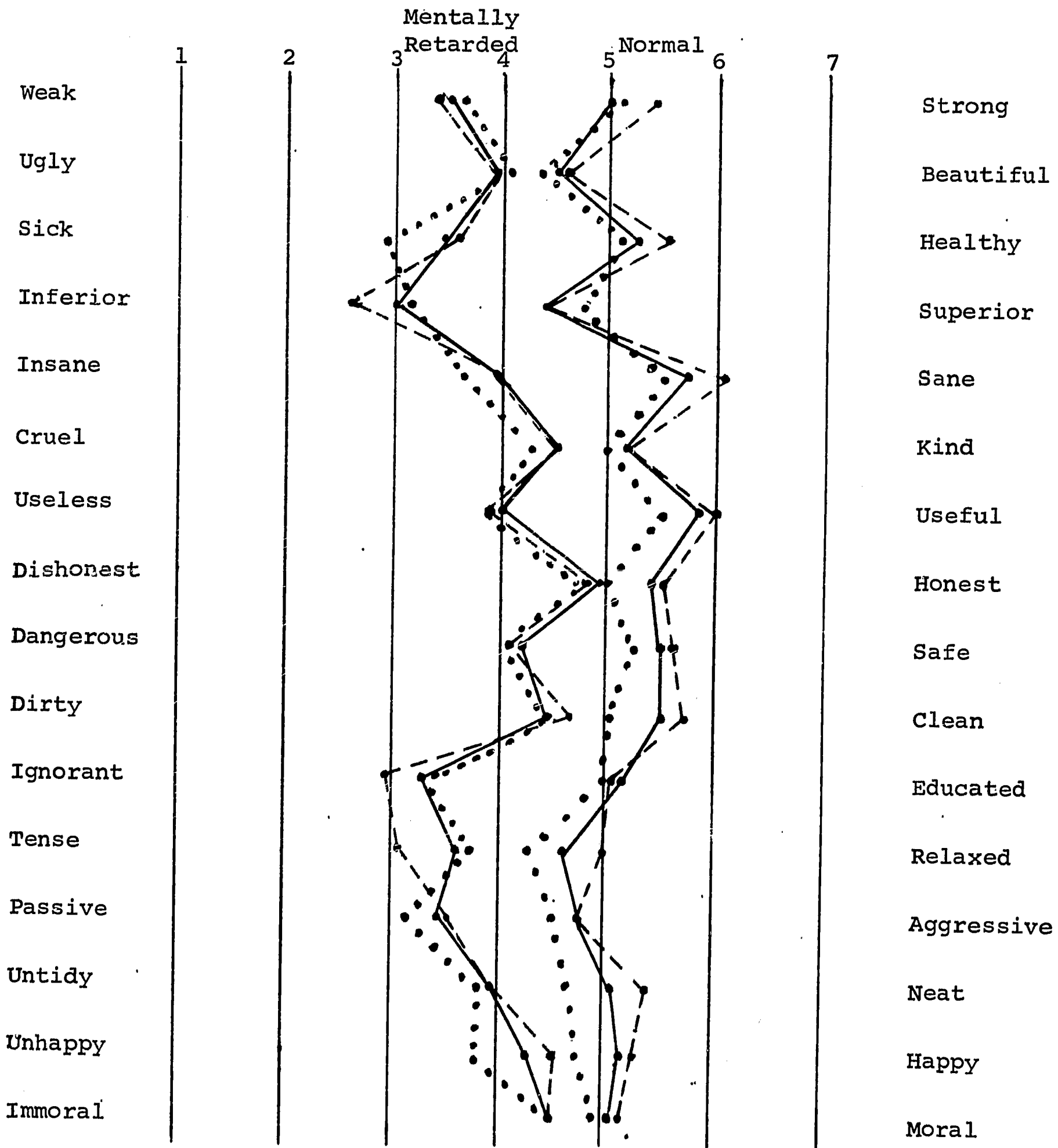
Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 159

TABLE 14-a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered
	225	59	461	381	4	16 = M
	40	9	56	53	0	1 = SSD

Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 159

Semantic Differential  
Variable: Marital Status\*



\*See narrative section  
for statistical analysis

Figure M-1

Key

- Married
- Widowed
- ..... Single, divorced, separated

TABLE M-15

SEMANTIC DIFFERENTIAL RETARDED						
Respondent was thinking about:	Child	Adult	Both	No one in par- ticular	Don't Know	Not Answered
	427	327	192	177	3	20 = M
	50	43	34	28	1	3 = SSD

Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 159

TABLE M-15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered
	249	98	452	321	4	22 = M
	36	12	58	49	1	3 = SSD

Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 159

# RESPONDENTS ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

No significant differences in answers concerning the respondents' acquaintance with a mentally retarded person was evidenced when this was analyzed by the variable of marital status (Table M-16).

TABLE M-16

## RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered
	937	206	3 = M
	124	34	1 = SSD

Married (M) N = 1146  
Single, Separated/Divorced (SSD) N = 159



VARIABLE: NUMBER OF CHILDREN

SAMPLE DISTRIBUTION

The sample distribution for the variable "number of children" is indicated in Table C-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table C-1a.

TABLE C-1

VARIABLE: NUMBER OF CHILDREN*							Not applic- able or not answered	N = 1431
None (0)	One (1)	Two (2)	Three (3)	Four (4)	Five (5) and more			
165	202	344	241	143	199	137		

\*Eighty-four (84) respondents who never heard of mental retardation were deleted. See Table 18.

TABLE C-1a

VARIABLE: POLARITIES OF NO CHILDREN  
VS. CHILDREN\*\*

Respondents with  
no Children

N = 165

Respondents with  
Children

N = 1129

\*\*By using children vs. no children as polarities, 137 respondents are omitted in tabular presentations (unmarried/non applicable).

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Answers stating whether respondents had heard about mental retardation in the past few months did not differ significantly when analyzed by the number of children which respondents had. Sources of respondent information about mental retardation did not differ significantly either, when analyzed by the same variable. (Tables C-2, C-2a).

INCIDENCE OF MENTAL RETARDATION

When analyzed by the variable "children", respondent estimates for the number of mentally retarded persons per 1000 population did not differ significantly (Table C-3). (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report).



TABLE C-2

HAS RESPONDENT HEARD/READ ABOUT MENTAL  
RETARDATION IN LAST FEW MONTHS?

Yes	No
115	50 = NC
825	304 = C
Respondents : No Children (NC) N = 165	
Respondents : Children (C) N = 1129	

TABLE C-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures/ Talks	Family/ Friends	Conversation
66	46	4	24	86	4	4	15	28 = NC
438	346	62	162	575	21	55	181	236 = C

Respondents : No Children (NC) N = 277\*  
Respondents : Children (C) N = 2076\*

\*Includes multiple responses

TABLE C-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION?

Yes	No
50	0 = NC
304	0 = C
Respondents : No Children (NC) N = 50	
Respondents : Children (C) N = 304	

TABLE C-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES  
(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty Four (10-24)	Twenty Five - Forty Nine (25-49)	Fifty - Ninety Nine (50-99)	One Hundred - Two Hundred Ninety Nine (100-299)	Three Hundred & Over (300+)	Don't Know	
Mental Retardation	0 1	20 140	7 68	34 226	56 392	15 115	11 64	7 78	7 28	8 17	= =
Blindness	0 2	32 229	23 138	41 279	25 226	20 85	2 45	7 55	4 15	11 55	
Cerebral Palsy	0 6	39 222	21 159	31 261	28 213	11 79	4 53	6 35	1 12	24 89	
Paralytic Polio	1 13	37 335	22 171	42 207	27 163	10 80	6 45	5 28	1 8	14 79	
Rheumatic Heart Disease	0 4	30 125	17 138	31 240	39 288	14 114	8 61	11 68	3 22	12 69	

Respondents: No Children (NC) N = 165

Respondents: Children (C) N = 1129

#### CAUSES OF MENTAL RETARDATION

Analysis indicates that the number of offspring had no significant impact upon respondents' identification of factors causing mental retardation (Table C-4).

#### PREVENTION OF MENTAL RETARDATION

The variable "children" had no significant impact upon responses indicating whether mental retardation could be prevented, nor in the identification of means by which mental retardation could be prevented. (Tables C-5, C-5a).

TABLE C-4

CAUSES OF MENTAL RETARDATION  
(IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease/ Illness	Accident/ Trauma	Pre-Natal Factors
49	60	24	19	45 = NC
311	475	203	185	364 = C

Respondents : No Children (NC) N = 197\*

Respondents : Children (C) N = 1538\*

\*Includes multiple responses

TABLE C-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response
74	87	4 = NC
505	617	7 = C

Respondents : No Children (NC) N = 165

Respondents : Children (C) N = 1129

TABLE C-5a

HOW TO PREVENT MENTAL RETARDATION  
(BASED UPON 579 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parent	Better Diet/ Nutrition	Research	Vague Respon- ses Re: Par- ental Habits	Religion	P.K.U. Test	Other/Don't Know
23	10	2	2	4	4	2	1	26 = NC
200	55	14	19	21	29	2	47	120 = C

Respondents : No Children (NC) N = 74\*

Respondents : Children (C) N = 507\*

\*Includes multiple responses

"SOCIAL WORTH" OF MENTAL RETARDATEES

No significant differences were evidenced in responses relevant to the perceived social worth of mental retardates when this area was investigated by the variable "children". (Table C-6).

TABLE C-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of mental re- tardates would make good:	Almost All	Most	Some	Only A Few	None	Don't Know	Not Answered
Employees	14	34	68	38	8	3	0 = NC
	113	249	501	225	26	12	3 = C
Neighbors	26	54	49	25	6	5	0
	193	371	376	144	18	23	4
Friends	31	46	40	36	8	4	0
	199	326	391	163	20	23	7
Citizens	33	58	40	27	4	3	0
	226	351	350	143	30	24	5
Parents	6	13	37	51	51	7	0
	39	80	278	361	308	55	8
Husbands/ Wives	16	16	53	44	38	8	0
	45	104	321	368	228	58	5

Respondents : No Children (NC) N = 165

Respondents : Children (C) N = 1129

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

The number of children respondents had did not significantly effect the latters' responses to a series of statements which displayed attitudes towards various roles/activities/functions for the mentally retarded. (Table C-7).

RANKING SERVICES FOR THE MENTALLY RETARDED

No significant differences were evidenced in the way subjects ranked the most important services for the mentally retarded when this area was assessed by the variable of "children." (Table C-8).

TABLE C-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/  
ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should mental retardates:	Yes	No	Don't Know	Not Answer- ed
Go Downtown Alone	51 350	102 704	12 71	0 = NC 4 = C
Get Medical Care At Regular Hospitals	135 915	27 191	3 21	0 2
Use Public Beaches and/or Playgrounds	24 849	37 241	4 34	0 5
Drink Liquor	15 74	145 1009	5 43	0 3
Drive A Car	23 140	137 932	5 53	0 4
Vote	64 436	90 599	11 88	0 6
Marry	60 374	94 655	10 96	1 4
Have a Family (Children)	37 228	111 805	15 94	2 2

Respondents: No Children (NC) N = 165  
Respondents: Children (C) N = 1129

TABLE C-8

RATING OF MOST IMPORTANT SERVICES  
FOR THE MENTALLY RETARDED

	Special Classes/ Education	Research (Study Cause)	Foster Homes	Counseling for Parents Of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most Important	64 469	51 325	6 26	13 112	7 58	22 112	0 13	2 = NC 14 = C
Second Most Important	48 327	33 260	7 50	25 212	7 44	41 204	4 18	0 14
Third Most Important	22 132	30 202	8 76	32 232	14 72	45 347	10 57	4 11
Respondents : No Children (NC)	N = 165							
Respondents : Children (C)	N = 1129							

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

The variable "children" elicited no significant differences in answers indicating respondents' familiarity with groups/associations working to help the mentally retarded. The same was true in answers displaying personal participation in programs or drives for the same purpose (Table C-9, C-9a).

TABLE C-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO  
HELP THE MENTALLY RETARDED

Has respondent heard  
of such organizations?

Yes	No
98	67 = NC
661	468 = C

Respondents: No Children (NC) N = 165  
Respondents: Children (C) N = 1129

TABLE C-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO  
HELP THE MENTALLY RETARDED  
(BASED UPON 759 "YES" ANSWERS)

Has respondent participated  
in such activity?

Yes	No
47	51 = NC
292	369 = C

Respondents : No Children (NC) N = 98  
Respondents : Children (C) N = 661

GROUPING THE MENTALLY RETARDED

Responses grouping the mentally retarded on various statements were not effected significantly when analyzed by the variable "children". (Table C-10).



TABLE C-10

GROUPING OF THE MENTALLY RETARDED  
ON VARIOUS STATEMENTS

What proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Look Differently	31 208	37 269	44 360	38 246	12 38	3 8	0 0	=NC =C
Are Mentally Ill or Insane	5 50	18 77	45 323	73 518	9 95	12 63	1 0	
Can Live "Normal" Lives	21 117	52 387	66 411	22 173	2 21	2 15	0 0	
Should Be In Institutions	7 43	14 91	63 425	69 497	4 42	6 27	0 1	
Had Mentally Retarded Parents	6 7	10 33	39 301	79 539	10 116	21 129	0 4	
Can Have Normal Children	14 100	18 179	43 307	44 257	20 124	26 157	0 5	
Should Be Cared For at Home	15 102	37 301	70 431	34 213	5 61	3 18	1 3	
Can Be Self-Supporting	8 51	28 226	67 477	48 302	10 53	2 19	2 1	
Cannot Ever Learn To Do Anything For Themselves	3 19	8 49	36 257	104 718	11 67	3 19	0 0	

Respondents : No Children (NC) N = 165

Respondents : Children (C) N = 1129

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

Answers displaying the extent of respondents' agreement on miscellaneous statements about the mentally retarded differed significantly (.05) only on "a mentally retarded person living in the neighborhood would tend to lower property values" when the variable "children" was applied. (Table C-11).

TABLE C-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS  
REGARDING THE MENTALLY RETARDED

	Agree strongly	Agree	Disagree	Disagree strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	13 69	59 365	71 534	17 118	5 42	0 1	=NC =C
MR Children Have A Right To Public Education	60 350	84 616	13 121	6 28	1 11	1 3	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	5 10	26 81	79 275	52 436	3 25	0 2	
Programs For MR Are Too Expensive In Re- lation to What the MR Gains From Them	1 26	28 127	78 551	43 335	15 90	0 0	
A MR Youth Should Not Expect To Par- ticipate in Teenage Community Activities	3 15	36 245	98 629	19 184	7 56	2 0	
You Can Usually Tell A MR By His Looks/ Appearance	11 103	77 511	60 396	15 100	2 19	0 0	
Most Parents of MR Can Have Other Normal Children	52 424	96 638	6 31	3 8	8 25	0 3	
Parents Should Al- low Normal Child To Play With MR Child	36 234	101 746	23 105	1 7	4 34	0 3	
I would Not Want My Child To Attend A School That Also Has Classes for MR Child	1 11	7 107	95 609	59 386	3 14	0 2	
Most People Feel Un- comfortable In The Presence of MR Person	8 78	87 579	59 377	8 60	3 32	0 3	

Respondents : No Children (NC) N = 165

Respondents : Children (C) N = 1129

TABLE C-12

GROUPING THE MENTALLY RETARDED  
ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Retar- dates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read and Write	33 175	47 398	66 415	17 120	1 2	1 18	0 1	=NC =C
Learn To Add and Subtract	19 113	45 331	68 458	28 202	3 9	2 15	0 1	
Learn To Feed Themselves	67 380	75 552	18 166	5 25	0 1	0 4	0 1	
Learn To Dress Themselves	56 352	74 541	27 189	8 37	0 0	0 9	0 1	
Learn To Use Public Trans..	18 115	42 310	62 445	34 214	6 26	3 15	0 4	
Learn To Do Simple Sewing	20 117	52 329	56 484	30 167	4 16	2 11	1 5	
Learn To Drive A Car	7 25	9 75	40 337	64 397	41 256	4 57	0 2	
Learn To Dance	24 164	47 347	46 385	32 195	12 19	4 17	0 2	
Have A Regu- lar Job	14 59	30 249	65 498	43 248	12 47	1 24	0 4	

Respondents : No Children (NC) N = 165

Respondents : Children (C) N = 1129

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

When the variable "children" was employed to assess responses indicating the proportion of mental retardates who could perform various functions, significant differences were disclosed on the following:

Learn to dance (.01)

Have a regular job (.05)

(Table C-12)

# "CURES" FOR MENTAL RETARDATION

Answers to the query "Can mental retardation be cured?" were not significantly effected when analyzed by the variable "children." (Table C-13)

TABLE C-13

## CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered
23	139	3 = NC
146	972	11 = C

Respondents : No Children (NC) N = 165  
Respondents : Children (C) N = 1129

## SEMANTIC DIFFERENTIAL

Figure C-1 graphically presents the mean polarity responses by the variable "children" on word pairs in the semantic differential. Analysis by the total spread of the "children" variable indicates that virtually all grouping ranked the mentally retarded significantly lower than they ranked the "normal" person. The only exception was manifested by respondents with five or more children on the word pair honest-dishonest. In the aforementioned case, no statistical significance was found.

For both the "normal" semantic differential and the "mentally retarded" semantic differential, no significant differences were evidenced when the variable "children" was applied to questions indicating whether the respondent was thinking about a child or adult; a male or female (Tables C-14, C-14a, C-15, C-15a).

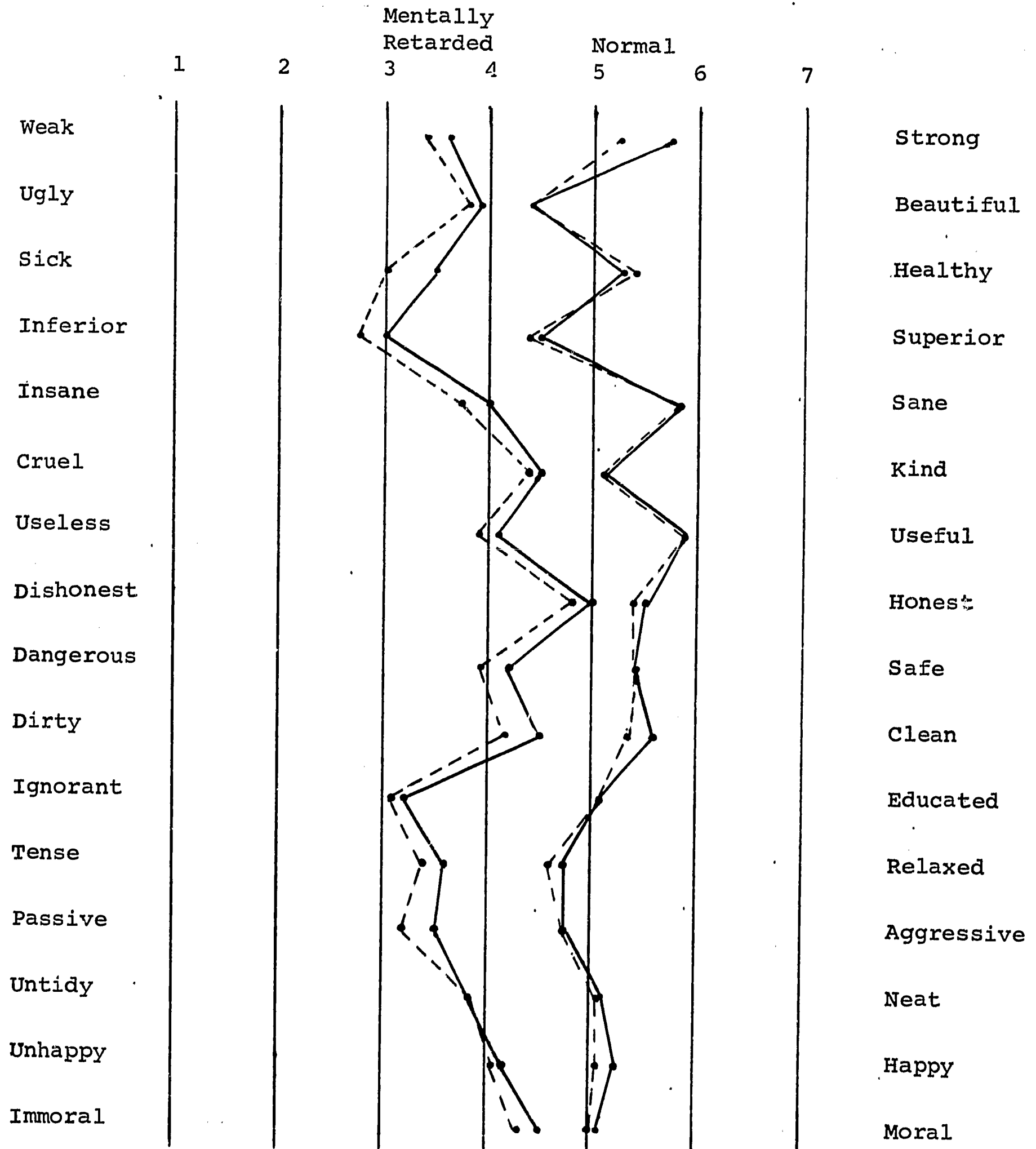
TABLE C-14

## SEMANTIC DIFFERENTIAL

Respondent was thinking about:	NORMAL						Not Answered
	Child	Adult	Both	No One In Par- ticular	Don't Know		
	9	102	22	29	0	3 = NC	
	55	734	125	198	2	15 = C	

Respondents: No Children (NC) N = 165  
Respondents: Children (C) N = 1129

Semantic Differential  
Variable: Number of Children\*



\*See narrative section  
for statistical analysis

Key  
 ——— Children  
 ----- No Children

Figure C-1



TABLE C-14a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered
	39	11	59	52	0	4 = NC
	218	67	448	376	4	16 = C

Respondents : No Children (NC) N = 165

Respondents : Children (C) N = 1129

TABLE C-15

SEMANTIC DIFFERENTIAL  
RETARDED

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered
	59	48	29	22	0	7 = NC
	435	312	187	172	3	20 = C

Respondents : No Children (NC) N = 165

Respondents : Children (C) N = 1129

TABLE C-15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered
	41	20	60	37	0	7 = NC
	239	102	445	318	4	21 = C

Respondents: No Children (NC) N = 165

Respondents: Children (C) N = 1129

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

Significance at the .05 level was disclosed when responses reflecting the subjects' acquaintance with a mentally retarded person were analyzed by the variable "children" (Table C-16).



TABLE C-16

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY  
RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered
	125	39	1 = NC
	937	190	2 = C

Respondents: No Children (NC) N = 165

Respondents: Children (C) N = 1129

# VARIABLE: DEMOGRAPHY

## SAMPLE DISTRIBUTION

The sample distribution for the variable: "Demography" is indicated in Table D-1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the polarities indicated in Table D-1a.

TABLE D-1

### VARIABLE: DEMOGRAPHIC DISTRIBUTION OF RESPONDENTS\*

10 largest met- ropolitan areas	Other metro- politan area	counties with towns over 10,000	Counties with no town over 10,000	
357	580	227	267	N = 1431

\*Eighty-Four (84) respondents who never heard of mental retardation were deleted. See Table 18

TABLE D-1a

### VARIABLE: DEMOGRAPHIC POLARITIES\*\*

Ten largest metropolitan areas	Counties with no town over 10,000
N = 357	N = 267

\*\*By using demographic polarities, 807 respondents are omitted in tabular presentations

## SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Answers to whether or not respondents heard about mental retardation in the past few months differed significantly (.05) when analyzed by the demographic variable. Significant differences (.05) were also manifested when the respondents indicated sources of their information about mental retardation. (Tables D-2, D-2a).

TABLE D-2

HAS RESPONDENT HEARD/READ ABOUT  
MENTAL RETARDATION IN LAST FEW MONTHS?

Yes	No
248	109 = M
203	64 = C

Ten largest metropolitan areas (M) N = 357  
Counties: No town over 10,000 (C) N = 267

TABLE D-2a

SOURCES OF INFORMATION ABOUT MENTAL  
RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures/ Talks	Family/Friends	Conversation/ Other
131	90	24	64	169	23	15	55	81 = M
109	87	13	32	149	10	10	35	47 = C

Ten largest metropolitan areas (M) N = 652\*  
Counties: No town over 10,000 (C) N = 499\*

\*Includes multiple responses

TABLE D-2b

HAS RESPONDENT EVER HEARD OF MENTAL  
RETARDATION?

Yes	No
109	0 = M
64	0 = C

Ten largest metropolitan areas (M) N = 109  
Counties: No town over 10,000 (C) N = 64

# INCIDENCE OF MENTAL RETARDATION

When estimates for the incidence of mental retardation were analyzed by the variable of demography, no significant differences were evidenced (Table D-3) (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report).

TABLE D-3

RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES  
(PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty-Four (10-24)	Twenty-Five-Forty-Nine (25-49)	Fifty-Ninety-Nine (50-99)	One Hundred-Two Hundred Ninety-Nine (100-299)	Three Hundred & Over (300 +)	Don't Know
Mental Retardation	1 0	19 25	17 18	76 47	124 92	31 32	21 22	22 16	8 9	8 6
Blindness	1 0	66 38	37 47	86 69	84 49	30 21	1 1	19 14	7 6	26 22
Cerebral Palsy	2 1	82 48	44 42	81 60	57 44	31 19	12 18	13 9	4 3	31 23
Paralytic Polio	5 3	106 67	45 24	70 47	59 42	16 26	16 15	10 6	2 1	28 36
Rheumatic Heart Disease	2 0	53 19	28 39	71 55	81 57	36 39	27 18	19 21	6 2	34 17

Ten largest metropolitan areas (M) N = 357  
Counties: No town over 10,000 (C) N = 267

# CAUSES OF MENTAL RETARDATION

Differences in responses significant at the .01 level were found when causes of mental retardation were identified by the subjects (respondents). (Table D-4).

TABLE D-4

CAUSES OF MENTAL RETARDATION  
(IDENTIFIED BY RESPONDENTS)

Heredity	Birth Injury	Disease / Illness	Accident / Trauma	Pre-Natal Factors
105	155	74	80	99 = M
89	95	49	29	86 = C

Ten largest metropolitan areas (M) N = 513  
Counties: No town over 10,000 (C) N = 348

PREVENTION OF MENTAL RETARDATION

No significant differences were found in responses concerning the prevention of mental retardation and the identification of means by which mental retardation could be prevented when these areas were explored on a demographic basis. (Tables D-5, D-5a)

TABLE D-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response
172	177	8 = M
112	153	2 = C

Ten largest metropolitan areas (M) N = 357  
Counties: No town over 10,000 (C) N = 267

TABLE D-5a

HOW TO PREVENT MENTAL RETARDATION  
(BASED UPON 284 "YES" ANSWERS)

Pre Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parents	Better Diet/Nutrition	Research	Vague Responses Re: Parental Habits	Religion	P.K.U. Test	Other and/or Don't Know
72	20	4	5	15	10	0	15	20 = M
40	13	4	2	5	10	0	4	19 = C

Ten largest metropolitan areas (M) N = 861  
Counties: No town over 10,000 (C) N = 97

"SOCIAL WORTH" OF MENTAL RETARDATES

When grouping the mentally retarded on a series of social roles, significant differences in responses were evidenced on a demographic basis in the proportion of mental retardates who would make good:

Friends (.05)

Parents (.01)

Husbands/Wives (.01)

(Table D-6)

TALBE D-6

PERCIEVED SOCIAL WORTH OF THE MENTALLY  
RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only A Few	None	Don't Know	Not Answered
Employees	34 27	91 48	151 115	68 66	7 10	6 0	0 = M 1 = C
Neighbors	78 44	102 91	116 92	44 31	3 5	14 2	0 2
Friends	64 44	85 97	127 85	61 35	6 4	13 1	1 1
Citizens	95 49	100 84	102 83	43 42	6 6	11 2	0 1
Parents	15 4	32 12	111 58	102 95	67 92	28 5	2 1
Husbands / Wives	16 5	40 21	127 67	105 95	42 70	26 8	1 1

Ten largest metropolitan areas (M) N = 357  
Counties: No town over 10,000 (C) N = 267



PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

Demography effected responses indicating attitudes towards various roles/activities/functions for the mentally retarded. Significant differences were manifested in answers to the question of whether mentally retarded people should:

Use public beaches and/or playgrounds (.05)  
 Drink liquor (.01)  
 Vote (.01)  
 Marry (.01)  
 Have a family (Children) (.01)  
 (Table D-7)

TABLE D-7

RESPONDENTS ATTITUDE TOWARDS VARIOUS ROLES/  
 ACTIVITIES/FUNCTIONS FOR THE MENTALLY RETARDED

Should mental retardates:	Yes	No	Don't know	No Answer	
Go Downtown alone	104	216	36	1	= M
	92	161	14	0	= C
Get Medical Care At	283	64	10	0	
Regular Hospitals	229	34	4	0	
Use Public Beaches	279	62	15	1	
and/or Playgrounds	185	74	6	2	
Drink Liquor	41	294	21	1	
	8	254	4	1	
Drive A Car	61	280	16	0	
	26	231	10	0	
Vote	174	153	29	1	
	103	139	24	1	
Marry	160	157	38	2	
	75	173	18	1	
Have A Family	107	205	45	0	
(Children)	42	215	10	0	

Ten largest metropolitan areas (M) N = 357  
 Counties: No town over 10,000 (C) N = 267

# RANKING SERVICES FOR THE MENTALLY RETARDED

Significant differences were found in ranking the most important service for the mentally retarded (.05) and in ranking the second most important service for the mentally retarded (.05) when responses to these questions were analyzed by demography. (Table D-8).

TABLE D-8  
RATING OF MOST IMPORTANT SERVICES FOR THE  
MENTALLY RETARDED

	Special Classes/ Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most	156	114	6	27	20	30	2	2
Important	110	70	3	25	11	43	3	2
Second Most	113	89	8	58	14	68	5	2
Important	77	51	19	45	11	56	3	5
Third Most	47	60	26	78	17	102	23	4
Important	27	46	18	58	20	80	16	2

Ten largest metropolitan areas (M) N = 357

Counties: No town over 10,000 (C) N = 267

# KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Demographic factors were significant in answers indicating whether the respondent knew of various groups/organizations working to help the mentally retarded; nor were there any significant differences in responses concerning the subjects direct participation in programs or drives to help the mentally retarded. (Tables D-9, D-9a)

TABLE D-9  
KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO  
HELP THE MENTALLY RETARDED

Has respondent heard of such organizations?	Yes	No	
	219	138	= M
	150	117	= C

Ten largest metropolitan areas (M) N = 357

Counties: No town over 10,000 (C) N = 267

TABLE D-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE  
MENTALLY RETARDED

(BASED UPON 369 "YES" ANSWERS)

Has respondent participated  
in such activity?

Yes	No
110	109 = M
64	86 = C

Ten largest metropolitan areas (M) N = 219

Counties: No town over 10,000 (C) N = 150

GROUPING THE MENTALLY RETARDED

In grouping the mentally retarded on various statements, the demographic variable elicited significant differences in responses concerning the proportion of mental retardates who:

- Look differently (.01)
- Are mentally ill or insane (.01)
- Can live normal lives (.01)
- Had mentally retarded parents (.05)
- Can have normal children (.05)
- (Table D-10)

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

The extent of respondent agreement on the following statements about mentally retarded differed significantly when explored by demography:

A mentally retarded adult living in the neighborhood would tend to lower property values (.05)

A mentally retarded youth should not expect to participate in teen-age community activities (.05)

You can usually tell a retardate by his looks/appearance (.01)

Most people feel uncomfortable in the presence of a mentally retarded person (.05)

(Table D-11)

TABLE D-10

GROUPING OF THE MENTALLY RETARDED  
ON VARIOUS STATEMENTS

What Proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Look Differently	42 69	67 74	135 69	100 45	12 8	1 2	0 0	=M =C
Are Mentally Ill or Insane	12 13	24 22	93 81	168 121	34 20	25 9	1 1	
Can Live "Normal" Lives	47 29	134 89	120 91	47 54	5 2	3 2	1 0	
Should Be In Institutions	13 11	20 28	132 90	163 125	16 6	12 6	1 1	
Had Mentally Retarded Parents	3 3	8 13	96 76	153 142	44 15	52 17	0 0	
Can Have Normal Children	38 19	70 30	97 77	71 88	23 33	57 19	1 1	
Should Be Cared For At Home	43 26	93 70	130 102	61 51	22 12	8 5	0 1	
Can Be Self-Supporting	19 17	80 51	147 97	88 79	14 18	8 4	1 1	
Cannot Ever Learn To Do Anything For Themselves	7 5	19 9	85 50	218 177	23 19	5 7	0 1	

Ten largest metropolitan areas (M) N = 357  
Counties: No town over 10,000 (C) N = 267

TABLE D-11

AGREEMENT UPON MISCELLANEOUS STATEMENTS  
REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They Differ From Other People	19 17	107 89	169 122	43 32	19 7	0 0	=M =C
MR Children Have A Right to Public Education	133 88	181 140	26 30	11 5	3 3	3 1	
A MR Adult Living In Neighborhood Would Tend to Lower Property Values	3 5	26 25	159 146	160 88	8 3	1 0	
Programs For MR Are Too Expensive In Re- lation to What the MR Gains From Them	7 4	38 33	159 138	113 77	40 15	0 0	
A MR Youth Should Not Expect to Par- ticipate in Teenage Community Activities	2 5	76 60	185 159	73 31	20 11	1 1	
You Can Usually Tell A MR By His Looks/ Appearance	21 26	139 155	147 70	39 13	11 3	0 0	
Most Parents of MR Can Have Other Normal Children	159 92	185 155	6 11	1 2	6 6	0 1	
Parents Should Al- low Normal Child To Play With MR Child	82 57	234 165	30 38	1 1	10 5	0 1	
I would Not Want My Child to Attend A School That Also Has Classes for MR Child	3 2	29 26	186 144	132 94	7 0	0 1	
Most People Feel Un- comfortable In The Presence of MR Person	30 14	172 138	119 99	25 12	11 3	0 1	

Ten largest metropolitan areas (M) N = 357  
Counties: No town over 10,000 (C) N = 267



TABLE D-12

GROUPING THE MENTALLY RETARDED  
ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Re- tardates Can:	Almost All	Most	Some	Few	None	Don't Know	Not Answer- ed
Learn to Read and Write	57 44	142 87	126 92	26 38	0 1	6 4	0 = M 1 = C
Learn to Add and Subtract	40 27	114 79	149 99	47 56	2 3	5 2	0 4
Learn to Feed Themselves	113 103	177 124	59 33	6 5	0 1	2 0	0 1
Learn to Dress Themselves	109 95	171 120	67 41	8 9	0 0	2 1	0 1
Learn to Use Public Trans.	34 24	111 73	139 103	64 54	5 8	4 2	0 3
Learn to Do Simple Sewing	43 22	119 81	139 107	45 49	3 4	5 2	3 2
Learn to Drive A Car	8 4	29 19	105 73	126 107	75 55	14 7	3 2
Learn to Dance	61 36	117 72	118 77	50 67	3 10	7 4	1 1
Have a Regular Job	25 9	84 51	157 116	73 63	9 19	8 6	1 3

Ten largest metropolitan areas (M) N = 357  
Counties: No town over 10,000 (C) N = 267

TABLE D-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered
61	293	3 = M
13	252	2 = C

Ten largest metropolitan areas (M) N = 357  
Counties: No town over 10,000 (C) N = 267



## RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

Responses indicating the proportion of mental retardates who could learn to dance differed significantly (.01) when analyzed by the demographic variable. (Table D-12)

### "CURES" FOR MENTAL RETARDATION

Significant (.01) differences were found when responses to the question of whether mental retardation can be cured were analyzed by the demographic variable. (Table D-13).

### SEMANTIC DIFFERENTIAL

Figures D-1 through D-4 present the mean polarity responses by the demographic variable on word pairs in the semantic differential. In all cases, analysis indicates that each demographic unit scored the mentally retarded significantly lower (.01) than they ranked a normal person. (Practical consideration prevented analysis of these scores by the demographic variable).

On the "normal" semantic differential, significant differences were found in answers indicating whether the subject was thinking of a child or adult (.05); a male or female (.05).

On the "mentally retarded" semantic differential, answers indicating whether the subject was thinking about a child or adult differed significantly (.01) as did responses indicating whether the subject was thinking of a male or female (.05)  
(Table D-14, D-14a)

TABLE D-14  
SEMANTIC DIFFERENTIAL  
NORMAL

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered	
	18	227	46	62	0	3	= M
	11	165	34	52	0	5	= C

Ten largest metropolitan areas (M) N = 357  
Counties: No town over 10,000 (C) N = 267

TABLE D-14a

Respondent was thinking about:	Male	Female	Both	No one in particular	Don't know	Not answered
	66	28	137	121	2	3 = M
	38	15	108	100	0	6 = C

Ten largest metropolitan areas (M) N = 357  
 Counties: No town over 10,000 (C) N = 267

TABLE D-15

SEMANTIC DIFFERENTIAL  
 RETARDED

Respondent was thinking about:	Child	Adult	Both	No one in particular	Don't know	Not answered
	133	101	67	46	1	9 = M
	107	62	39	53	1	5 = C

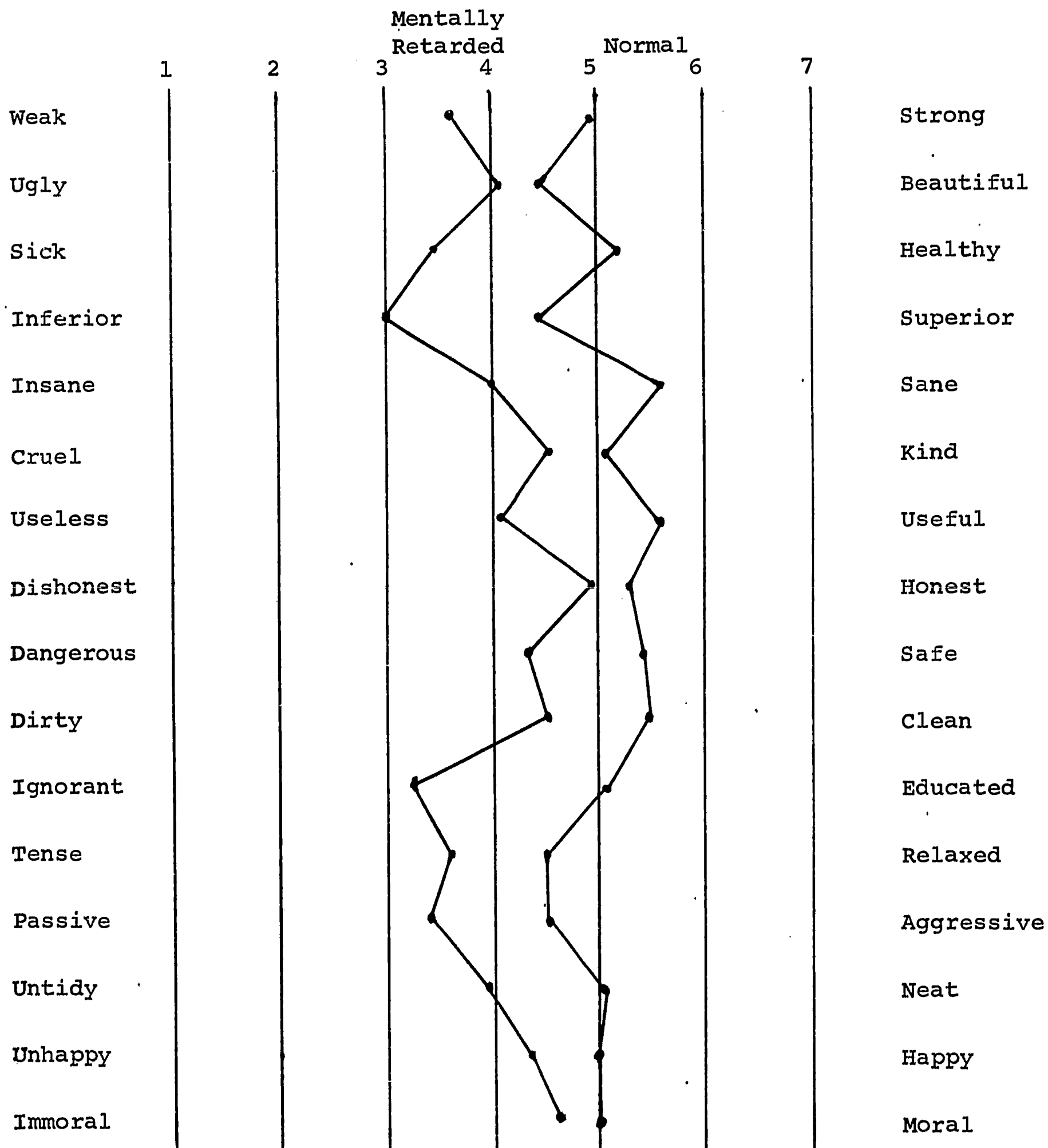
Ten largest metropolitan areas (M) N = 357  
 Counties: No town over 10,000 (C) N = 267

TABLE D-15a

Respondent was thinking about:	Male	Female	Both	No one in particular	Don't know	Not answered
	62	37	151	94	2	1 = M
	50	16	103	91	1	6 = C

Ten largest metropolitan areas (M) N = 357  
 Counties: No town over 10,000 (C) N = 267

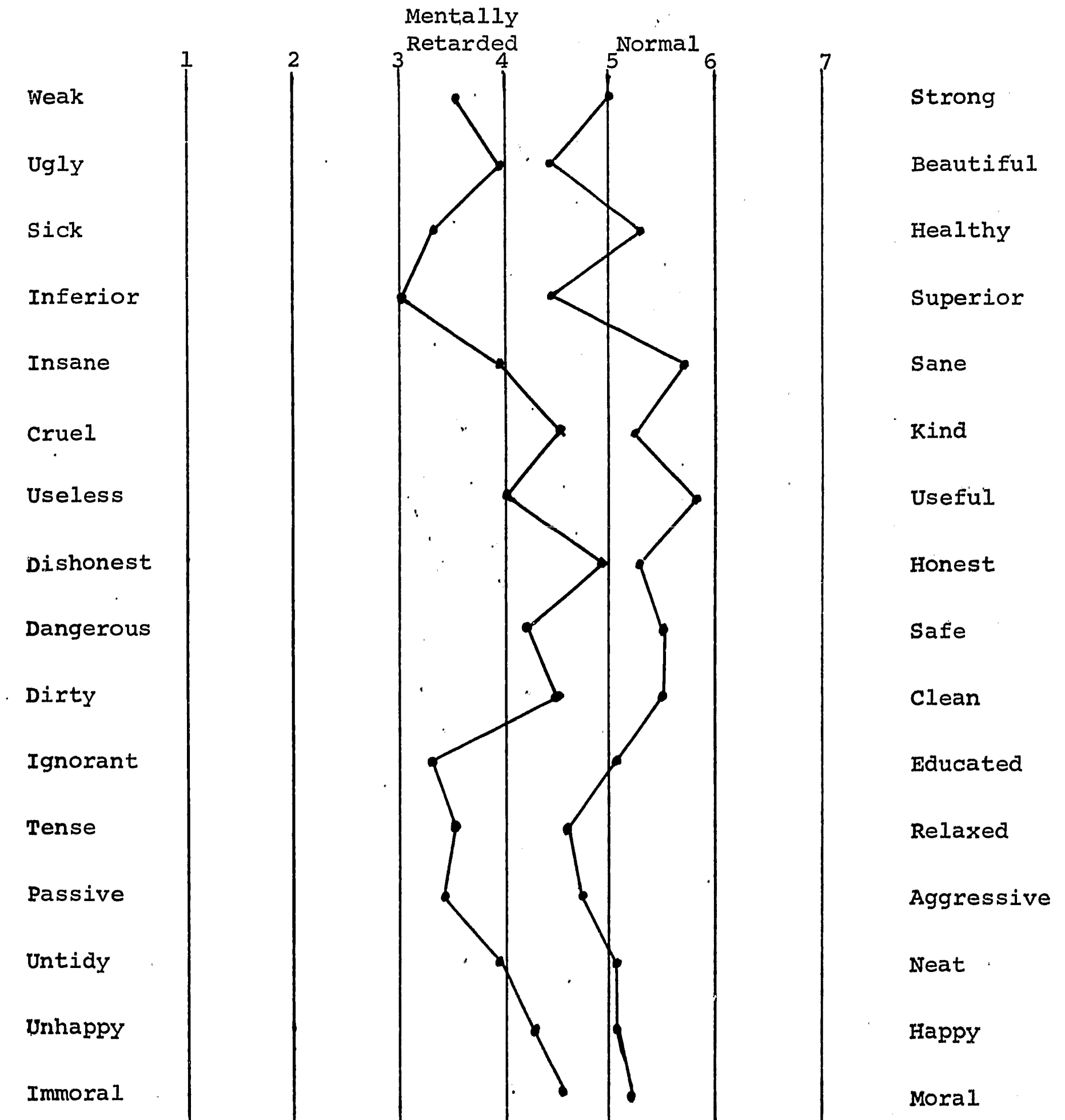
Semantic Differential  
Variable: Demographic Area 1  
Metropolitan Areas\*



\*See narrative section  
for statistical analysis

Figure D-1

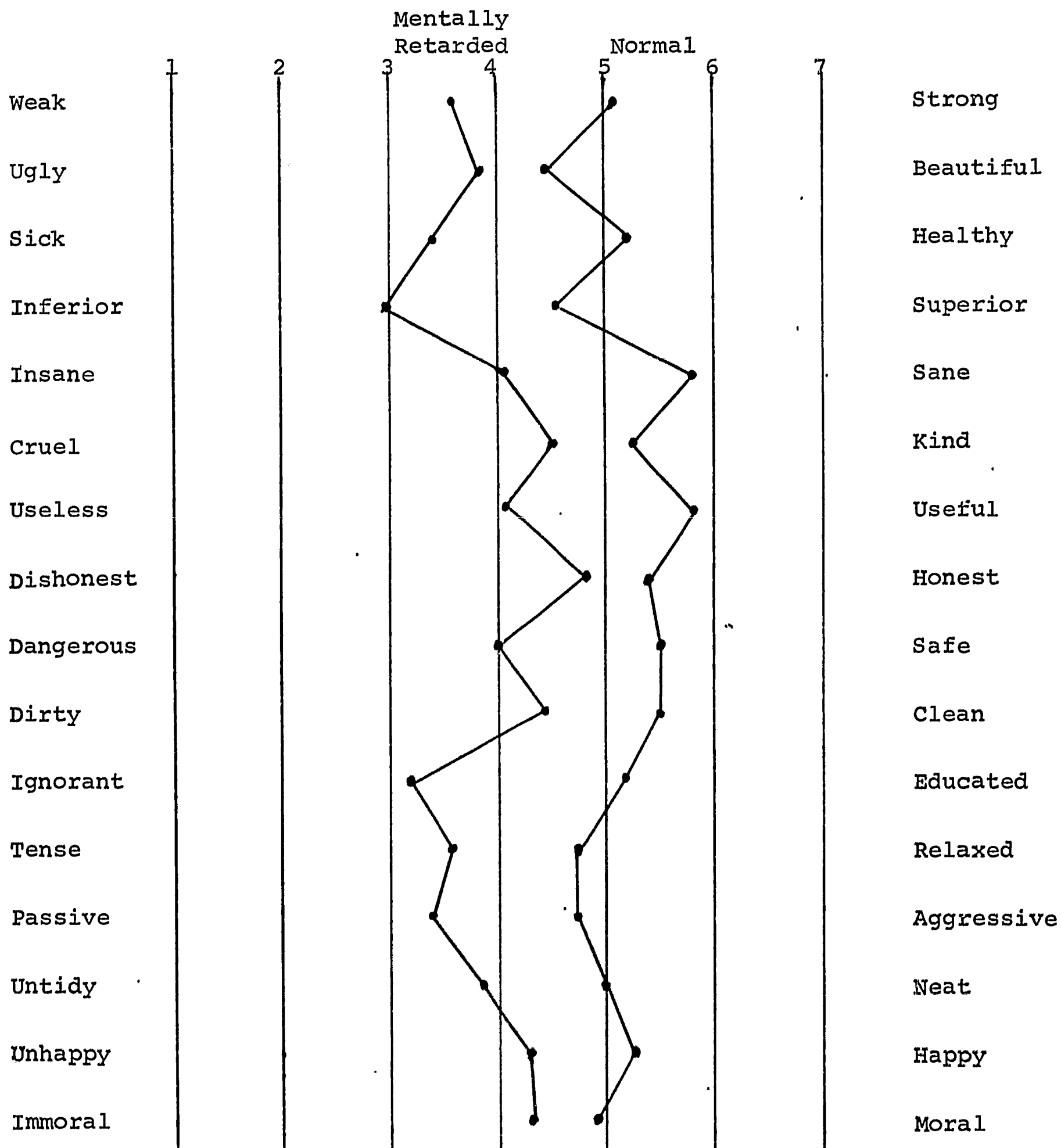
Semantic Differential  
Variable: Demographic Area 2  
Other Metropolitan Areas\*



\*See narrative section  
for statistical analysis

Figure D-2

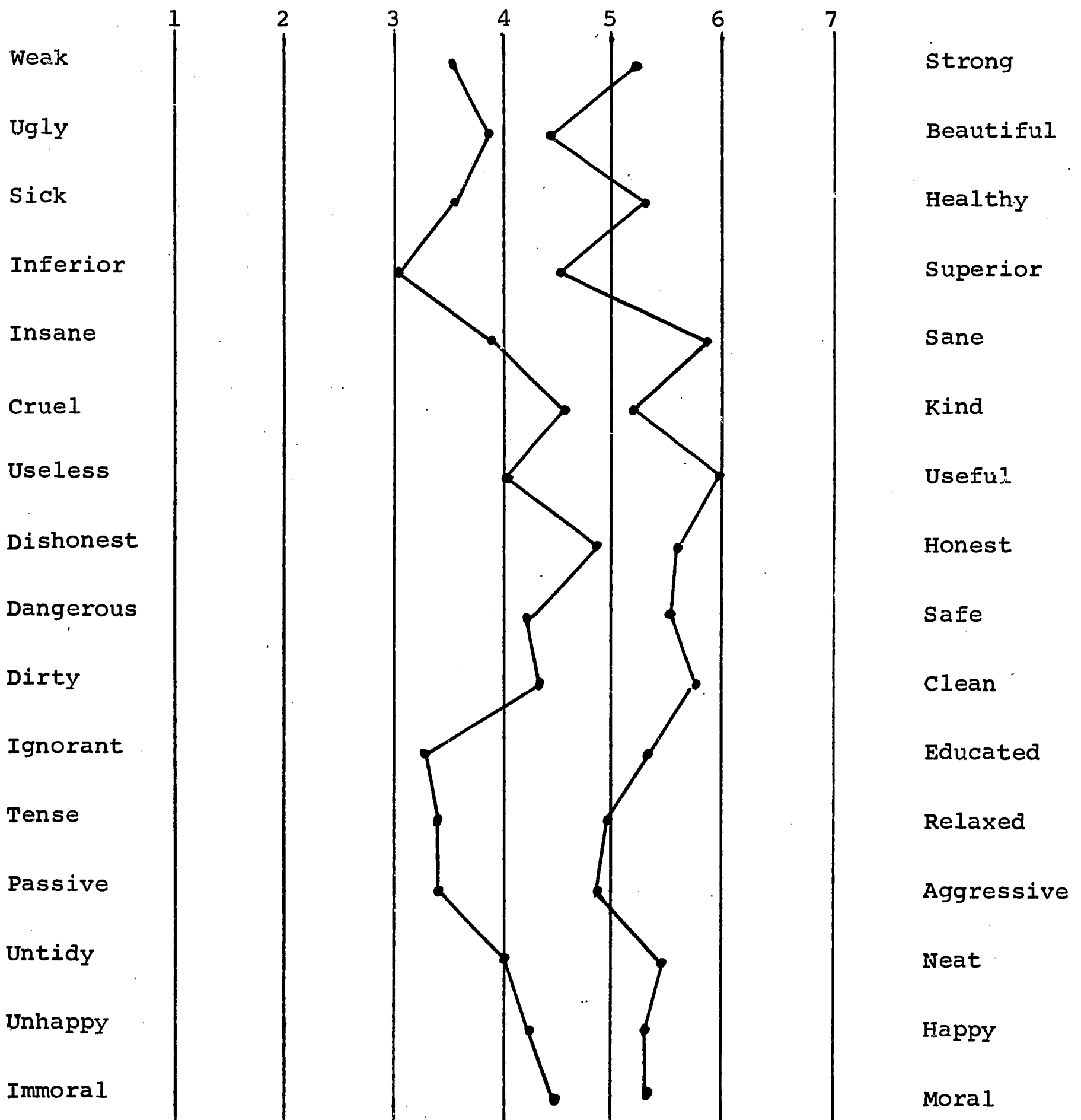
Semantic Differential  
Variable: Demographic Area 3  
Counties with Towns Over 10,000 population\*



\*See narrative section  
for statistical analysis

Figure D-3

Semantic Differential  
Variable: Demographic Area 4  
Counties With No Town Of Over 10,000 Population\*



\*See narrative section  
for statistical analysis

Figure D - 4



RESPONDENTS ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

When the demographic variable was applied to answers indicating whether the subjects felt that they knew a mentally retarded person, significance at the .05 level was found. (Table D-16).

TABLE D-16

RESPONDENTS' ACQUAINTANCE WITH  
A MENTALLY RETARDED PERSON

Respondent knows  
a mentally retarded  
person:

Yes	No	Not Answered	
277	80	0	= M
231	35	1	= C

Ten largest metropolitan areas (M) N = 357  
Counties: No town over 10,000 (C) N = 267

## VARIABLE: GEOGRAPHIC AREAS

### SAMPLE DISTRIBUTION

The sample distribution for the variable "geography" is indicated in Table G-1. Statistical analysis was applied to this spread.

TABLE G-1

VARIABLE: GEOGRAPHIC DISTRIBUTION OF RESPONDENTS\*

New England	Middle Atlantic	East-North Central	West-North Central	South Atlantic	Southeast	Southwest	Mountain	Pacific
82	268	277	128	209	71	165	50	181

N = 1431

\*Eighty-four (84) respondents who never heard of mental retardation were deleted. See Table 18.

Note: No other tabular data is presented for the geographical variable because of practical considerations. It was deemed unwise to attempt any grouping(s).

### SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Answers stating whether respondents had heard or read about mental retardation in the past few months differed significantly (.01) when analyzed by the geographic variable. The source of information about mental retardation also differed significantly (.01) when analyzed by the same variable.

### INCIDENCE OF MENTAL RETARDATION

Significant (.05) differences in responses were found when estimates for the incidence of mental retardation were analyzed by the variable "geography". (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report).

### CAUSES OF MENTAL RETARDATION

The geographic area of respondents was a significant (.05) factor in responses identifying causes of mental retardation.

### PREVENTION OF MENTAL RETARDATION

The geographic area of respondents was not a significant factor in responses identifying means of preventing mental retardation.

### "SOCIAL WORTH" OF MENTAL RETARDATES

Significant differences (.01) were found when the geographic variable was applied to responses indicating the proportion of mental retardates who would make good employees.

### PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

The geographic variable significantly effected responses reflecting attitudes about whether the mentally retarded should:

Go downtown alone (.01)

Use public beaches and/or  
playgrounds (.01)

Drink liquor (.01)

Drive a car (.01)

Vote (.05)

Marry (.01)

Have a family (children) (.01)

### RANKING SERVICES FOR THE MENTALLY RETARDED

The geographic area of subjects was not a significant factor in responses ranking the most important services for the mentally retarded.

### KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

The geographic area of respondents did not significantly effect answers indicating familiarity with groups/associations working to help the mentally retarded, nor in personal participation in programs or drives for the same purposes.

### GROUPING THE MENTALLY RETARDED

Responses grouping the mentally retarded on each of the following statements differed significantly when the geographic variable was applied:

- Look differently (.05)
- Can live normal lives (.01)
- Should be in institutions (.05)
- Can be self supporting (.05)

### MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

When analyzed by the geographic variable, the extent of respondent agreement on the following statements differed significantly:

- A mentally retarded living in the neighborhood would tend to lower property values (.05)
- Most parents of retardates can have other normal children (.05)
- I would not want my child to attend a school that also has classes for mentally retarded children (.05)

### RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

The geographic variable effected the way respondents grouped the mentally retarded on the latters' ability to perform various functions. Answers differing significantly were evidenced in the proportion of mental retardates who could:

- Learn to read and write (.05)
- Learn to add and subtract (.01)
- Learn to use public transportation (.01)
- Learn to do simple sewing (.01)
- Learn to dance (.01)
- Have a regular job (.01)

## "CURES" FOR MENTAL RETARDATION

Answers to the question "Can mental retardation be cured?" were not effected by the geographic area of respondents.

## SEMANTIC DIFFERENTIAL

Figures 1 through 9 graphically present the mean responses by geographic areas on word pairs in the semantic differential. In virtually all cases, analysis indicates that each geographic area ranked the mentally retarded significantly lower (.01) than they ranked a normal person. The only exceptions were the New England states on:

dishonest - honest (.05)

....the Mountain states on:

cruel - kind (NS)

dishonest - honest (NS)

tense - relaxed (.05)

unhappy - happy (.05)

immoral - moral (NS)

....and the Pacific states on:

immoral - moral (NS)

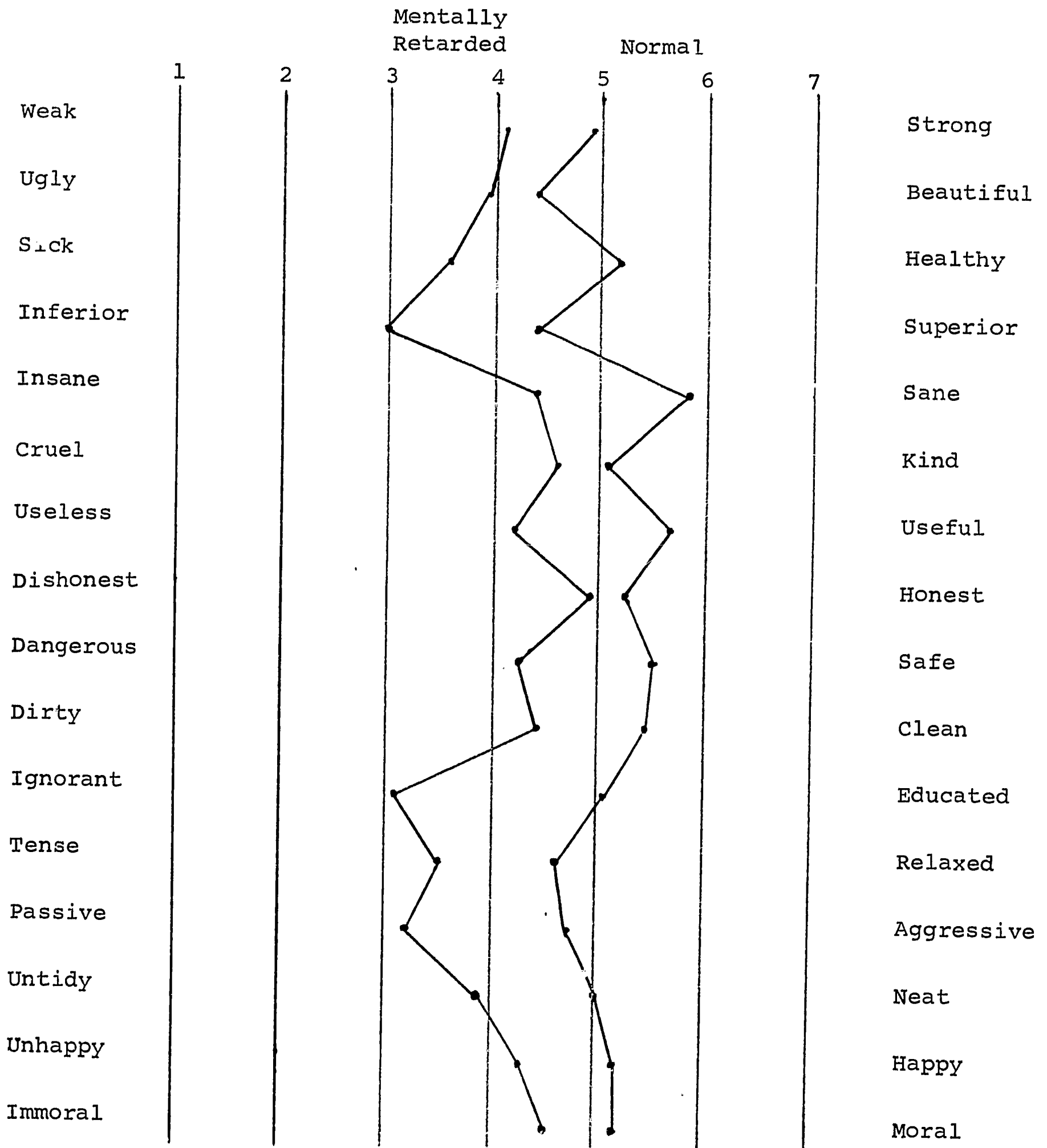
(Practical considerations prevented analysis of these scores by the geographic variable).

On the semantic differentials for both the "normal" and the "mentally retarded," there were no significant differences in answers indicating whether respondents were thinking about a child or adult; a male or female.

## RESPONDENTS' ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

When the geographic variable was applied to answers indicating whether or not the subjects felt that they knew a mentally retarded person, significant (.01) differences in answers were elicited.

Semantic Differential  
Variable: Geographic Area 1  
New England States\*

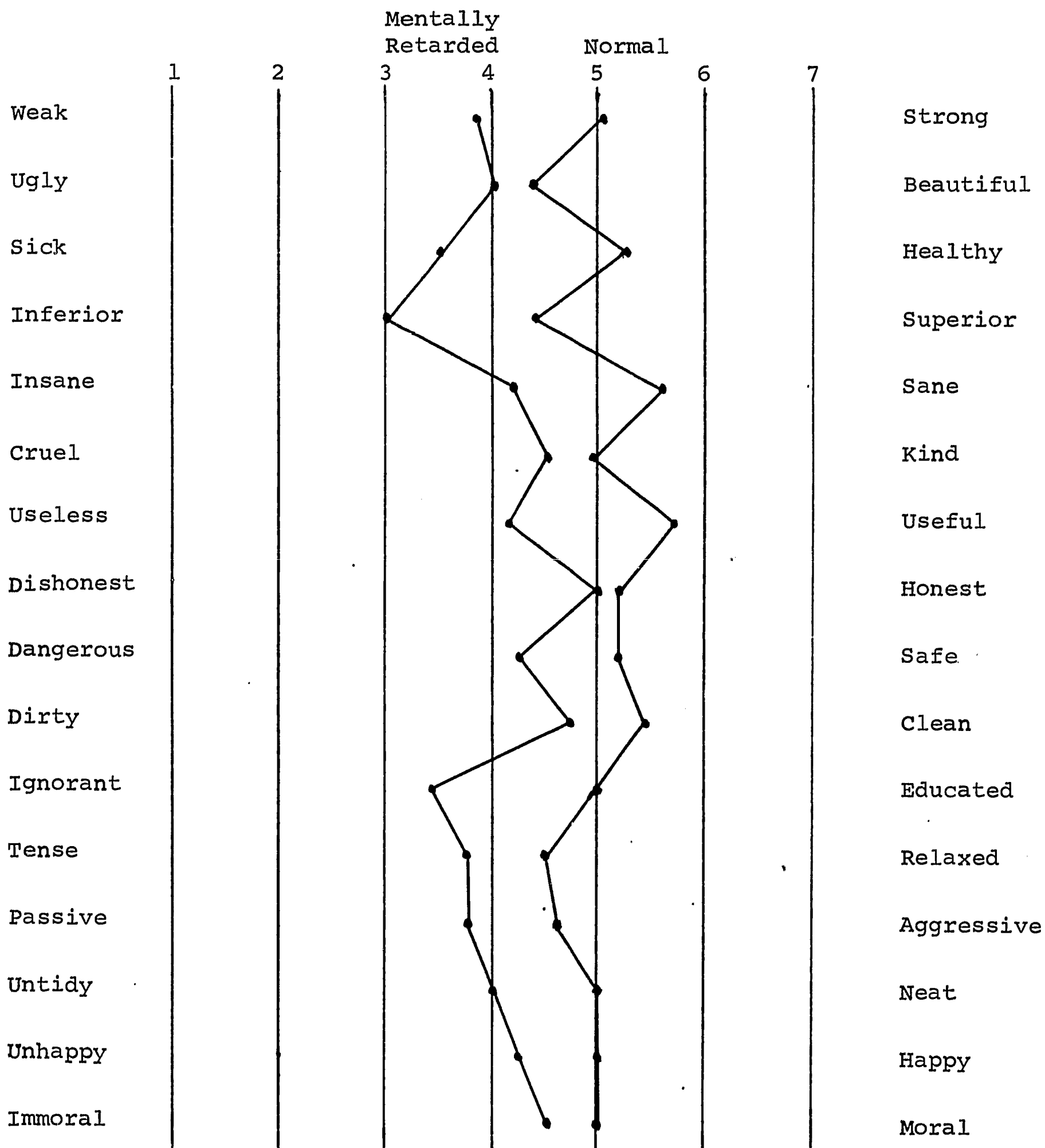


\*See narrative section  
for statistical analysis

Figure G-1



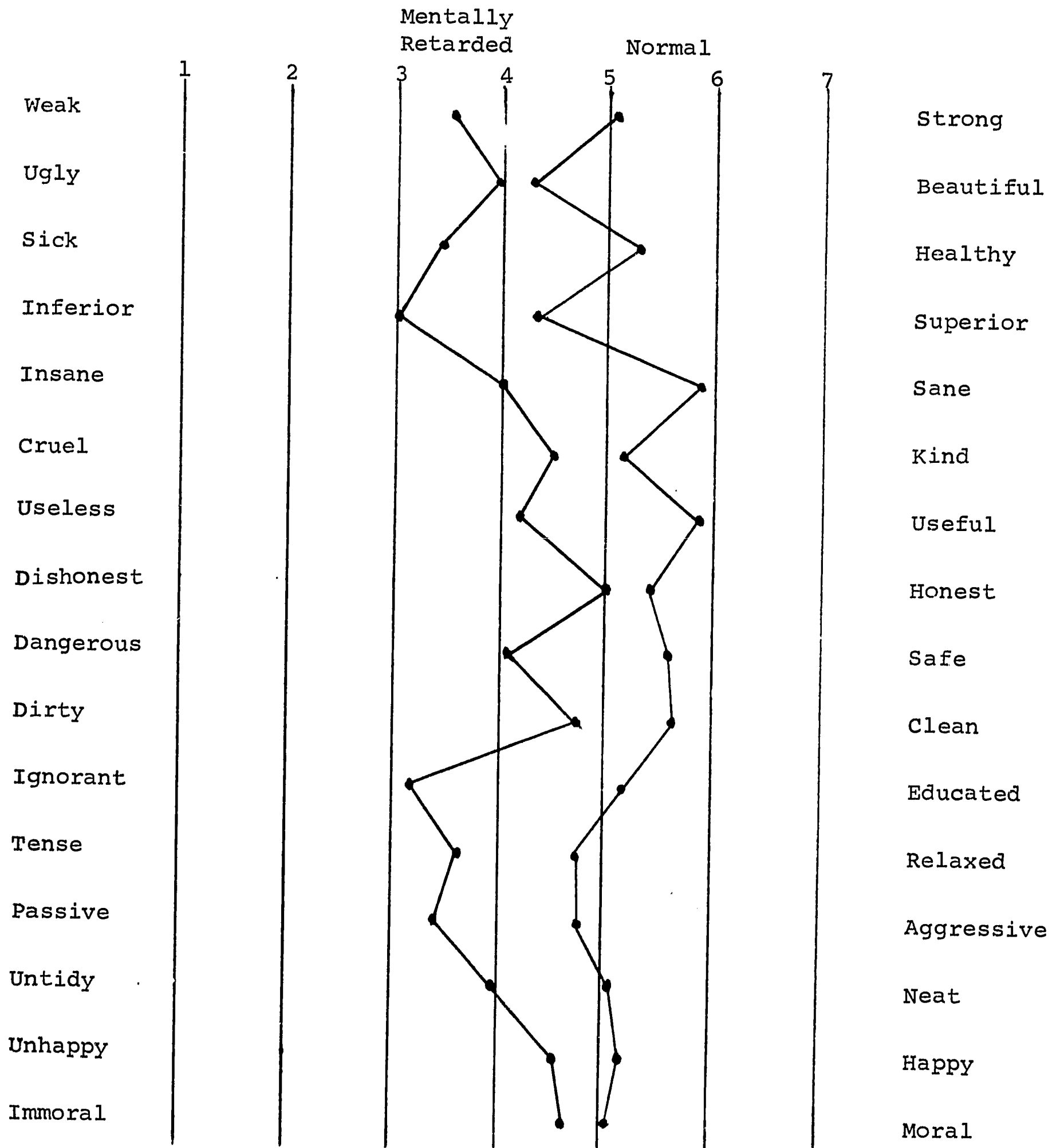
Semantic Differential  
Variable: Geographic Area 2  
Middle Atlantic States\*



\*See narrative section  
for statistical analysis

Figure G-2

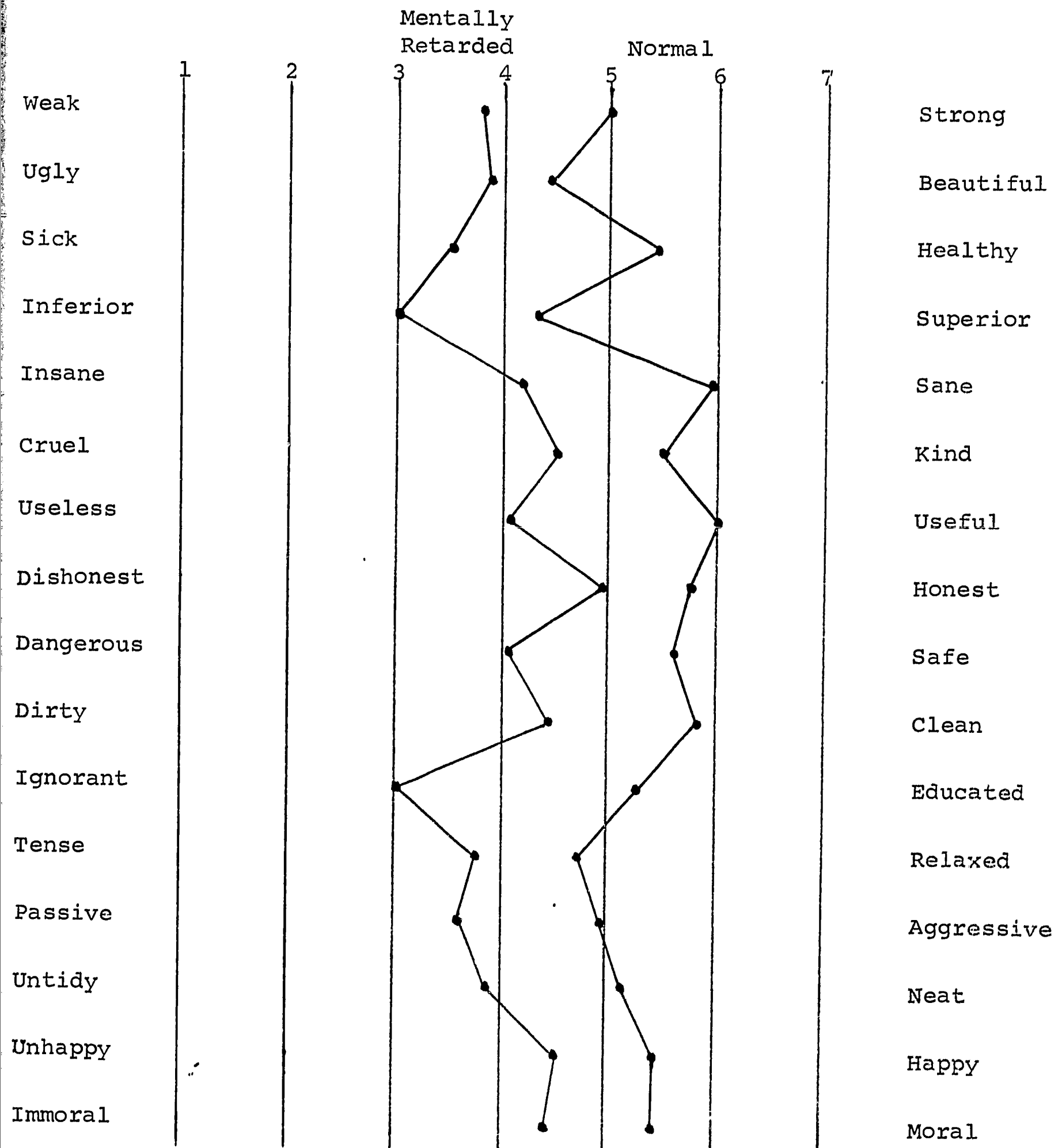
Semantic Differential  
Variable: Geographic Area 3  
East North Central States\*



\*See narrative section  
for statistical analysis

Figure G -3

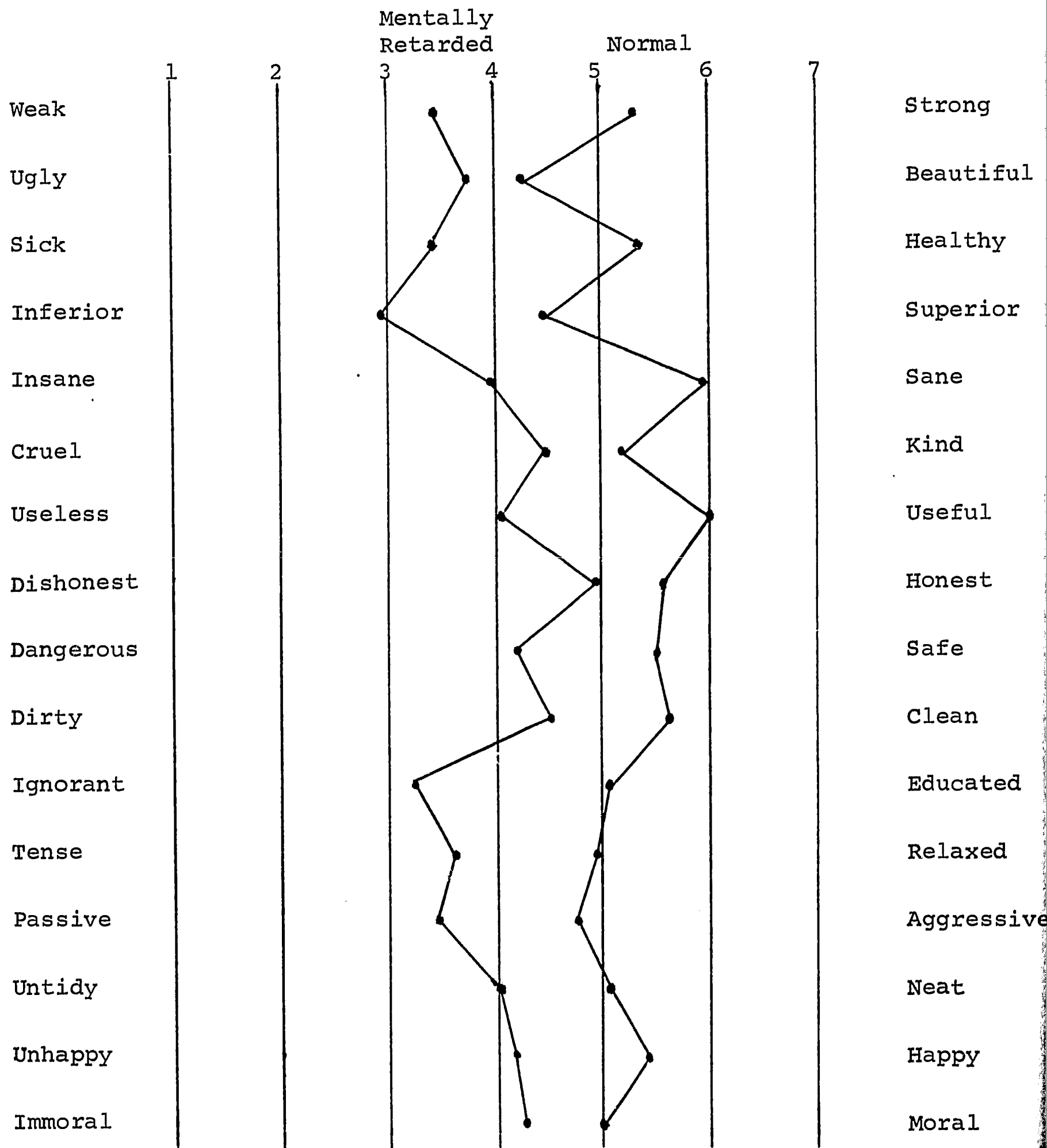
Semantic Differential  
Variable: Geographic Area 4  
West North Central States\*



\*See narrative section  
for statistical analysis

Figure G-4

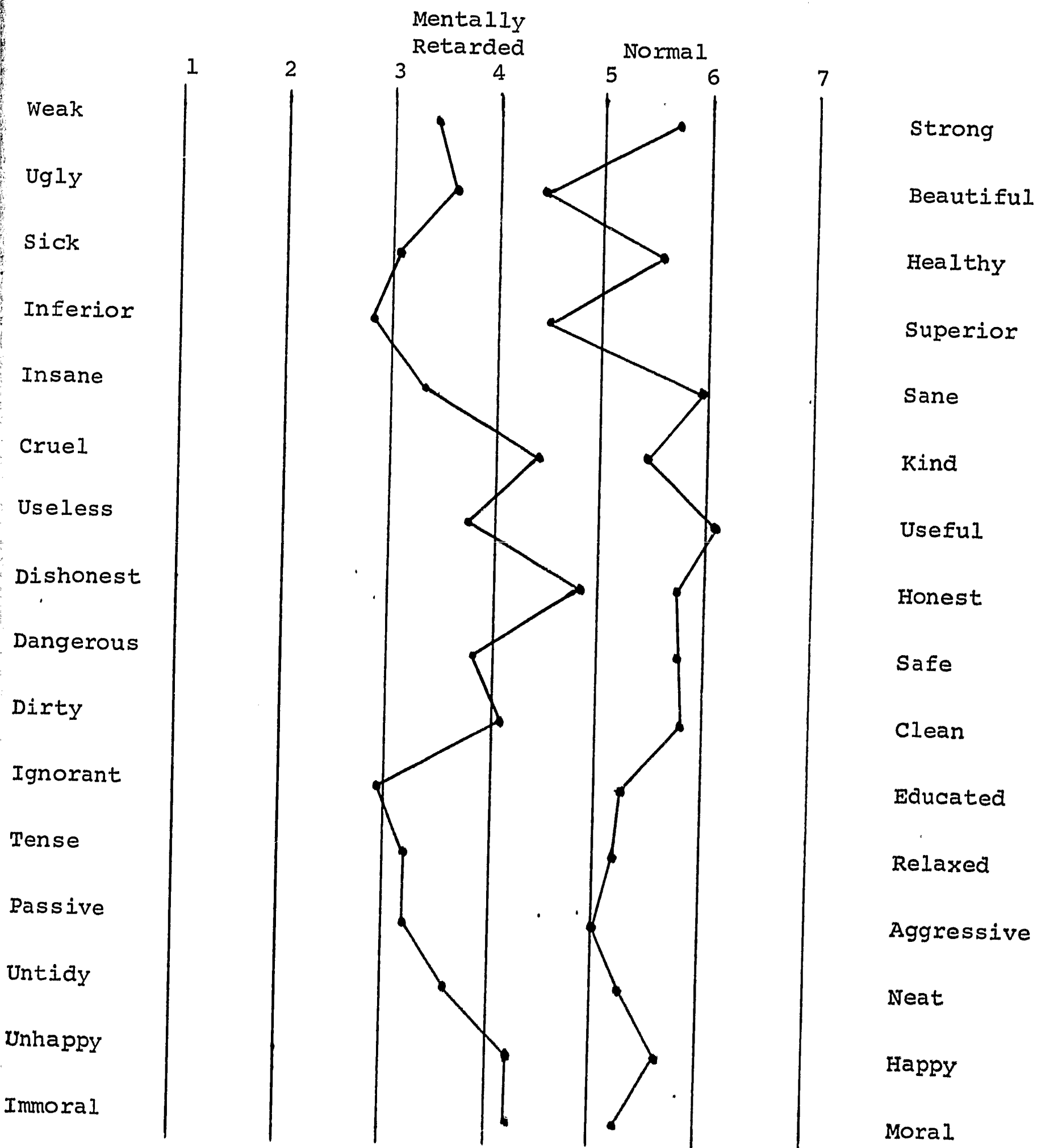
Semantic Differential  
Variable: Geographic Area 5  
South Atlantic States\*



\*See narrative section  
for statistical analysis

Figure G-5

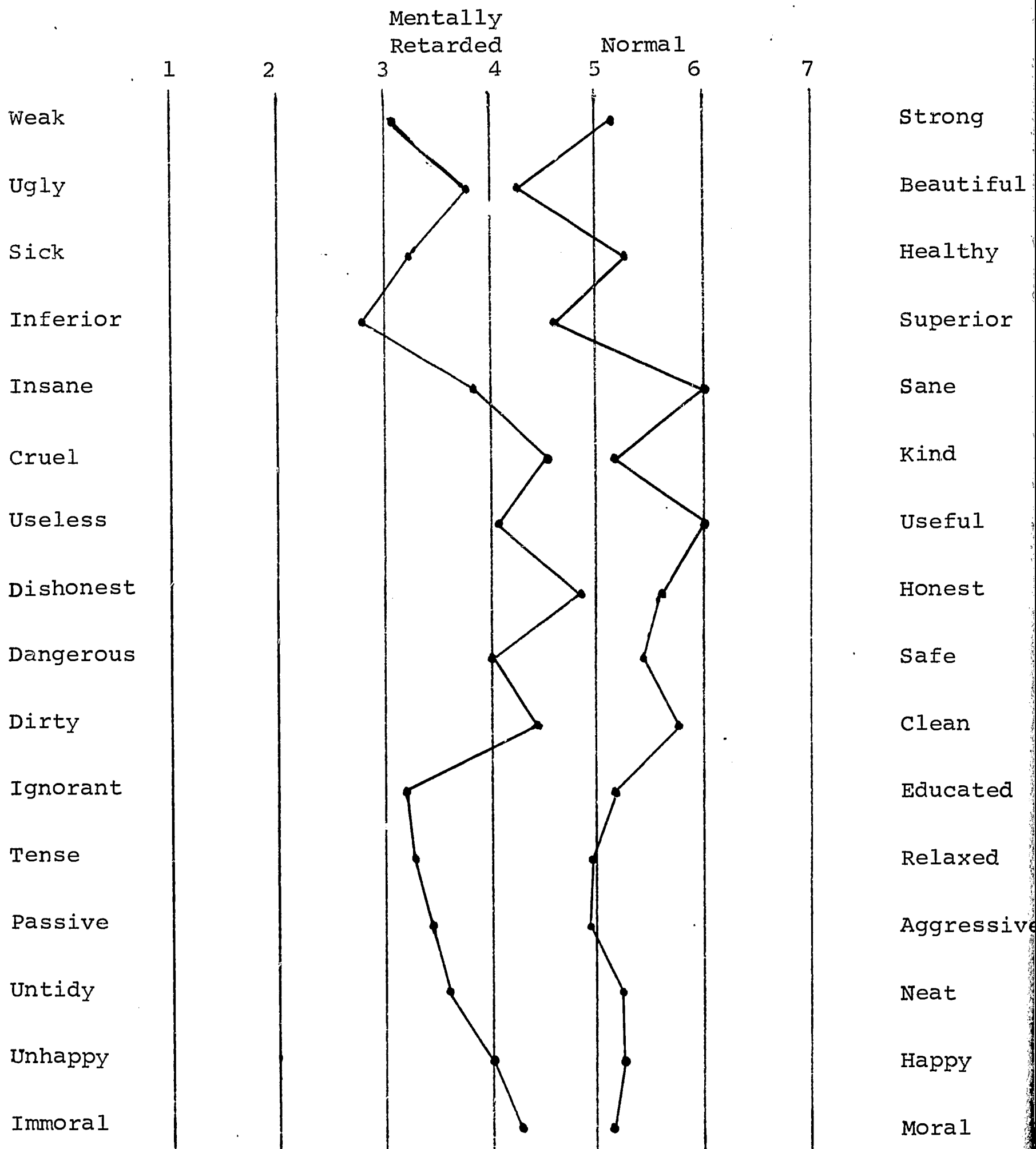
Semantic Differential  
Variable: Geographic Area 6  
East South Central States\*



\*See narrative section  
for statistical analysis

Figure G-6

Semantic Differential  
Variable: Geographic Area 7  
West South Central States\*

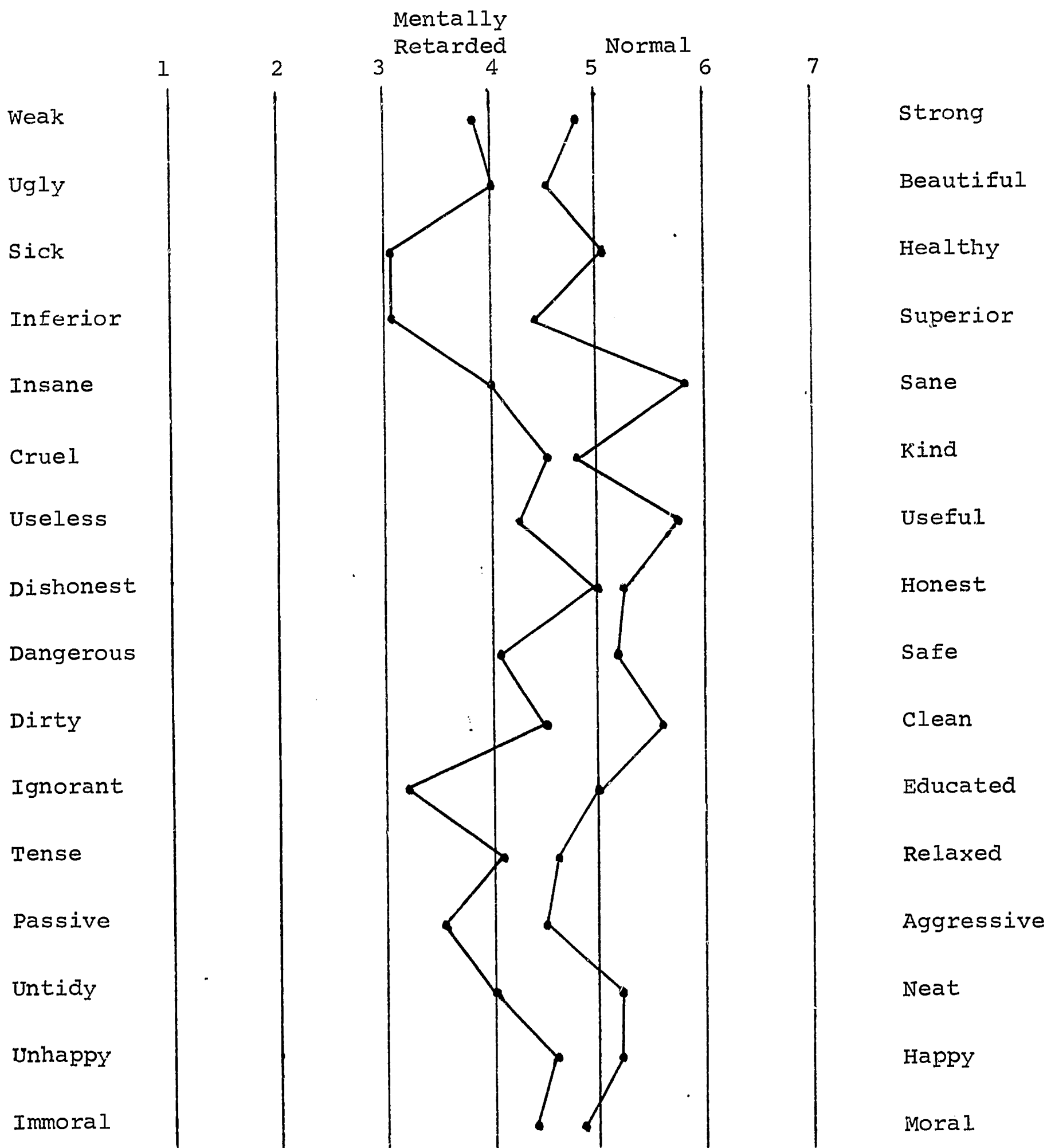


\*See narrative section  
for statistical analysis

Figure G-7



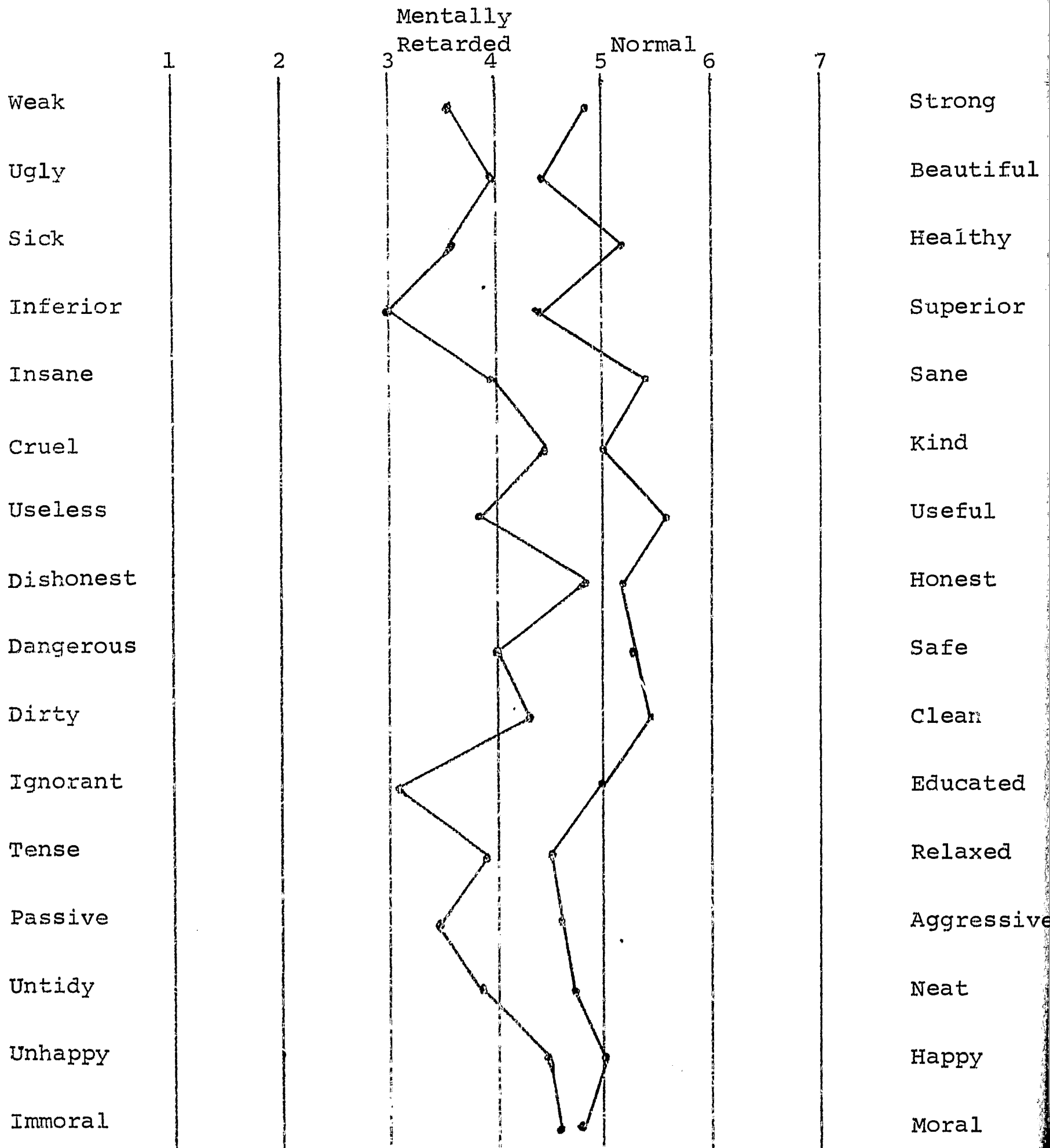
Semantic Differential  
Variable: Geographic Area 8  
Mountain States\*



\*See narrative section  
for statistical analysis

Figure G-8

Semantic Differential  
Variable: Geographic Area 9  
Pacific States\*



\*See narrative section  
for statistical analysis

Figure G-9

# VARIABLE: RELIGION

## SAMPLE DISTRIBUTION

The sample distribution for the variable "religion" indicated in Table Rel. -1. Statistical analysis was applied to this spread. For practical considerations, tabular presentation was restricted to the religions indicated in Table Rel.-1a.

TABLE Rel.-1

VARIABLE: RELIGION OF RESPONDENTS\*

Protestant	Roman Catholic	Jewish	Other	None/ Not Answered	
951	365	45	28	42	N = 1431

\*Eighty-four (84) respondents who never heard of mental retardation were deleted. See Table 18.

TABLE Rel.-1a

VARIABLE: RELIGIOUS GROUPINGS\*\*

Protestant	Catholic	Jewish
N = 951	N = 365	N = 45

\*\*By using three religious groupings, 70 respondents are omitted in tabular presentations

## SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Answers indicating whether or not the respondents had read or heard about mental retardation in the past few months were not effected by the religion of the respondents. Answers identifying sources of information about mental retardation disclosed no significance when analyzed by the same variable (Tables Rel.-2, Rel.-2a)

TABLE Rel.-2

HAS RESPONDENT HEARD/READ ABOUT  
MENTAL RETARDATION IN LAST FEW MONTHS?

Yes	No
711	240 = P
253	112 = C
36	9 = J

Protestant (P) N = 951  
Catholic (C) N = 365  
Jewish (J) N = 45

TABLE Rel.-2a

SOURCES OF INFORMATION ABOUT MENTAL RETARDATION

Newspaper	Magazine	Books	Radio	Television	Movies	Lectures/ Talks	Family/ Friends	Conver- sation
378	293	53	138	493	37	46	136	196 = P
126	102	15	46	183	11	11	61	66 = C
24	16	3	12	23	5	3	10	10 = J

Protestant (P) N = 1770  
Catholic (C) N = 621  
Jewish (J) N = 106

TABLE Rel.-2b

HAS RESPONDENT EVER HEARD OF MENTAL RETARDATION ?

Yes	No
712	239 = P
255	110 = C
36	9 = J

Protestant (P) N = 951  
Catholic (C) N = 365  
Jewish (J) N = 45

# INCIDENCE OF MENTAL RETARDATION

No significant differences in respondent estimates for the incidence of mental retardation was found when answers were analyzed by the variable "religion." (Table Rel.-3) (Since the focus of this study is upon mental retardation, other disability areas are not discussed in this report).

TABLE Rel.-3

## RESPONDENT ESTIMATE FOR INCIDENCE OF VARIOUS DISABILITIES (PER 1000 POPULATION)

	Zero (0)	One (1)	Two-Four (2-4)	Five-Nine (5-9)	Ten-Twenty- Four (10-24)	Twenty-Five- Forty-Nine (25-49)	Fifty-Ninety- Nine (50-99)	One Hundred- Two Hundred Ninety Nine (100-299)	Three Hund- red & Over (300 +)	Don't Know
Mental	1	113	54	193	329	94	58	62	26	21 = P
Retardation	0	47	27	71	130	37	17	23	5	8 = C
	0	7	1	8	14	4	6	4	1	0 = J
Blindness	1	182	113	227	199	83	37	49	18	42
	2	79	52	95	67	28	10	12	3	17
	0	7	4	14	5	6	2	6	1	0
Cerebral	3	193	133	210	176	67	40	34	13	82
palsy	3	67	61	85	75	21	13	10	2	28
	1	12	3	7	7	8	2	4	0	1
Paralytic	6	266	146	184	145	68	42	21	11	62
Polio	7	111	51	71	52	27	11	10	1	24
	2	17	4	5	7	2	3	4	0	1
Rheumatic	2	113	103	198	248	101	48	63	22	53
Heart Disease	3	43	52	83	82	38	21	19	4	20
	1	8	5	11	4	5	6	4	0	1

Protestant (P) N = 951  
Catholic (C) N = 365  
Jewish (J) N = 45

## CAUSES OF MENTAL RETARDATION

Answers identifying causes of mental retardation differed significantly (.05) when analyzed by the religion of the respondents (ERIC-4).

TABLE Rel.-4

CAUSES OF MENTAL RETARDATION  
(IDENTIFIED BY RESPONDENTS)

Heredit y	Birth Injury	Disease / Illness	Accident / Trauma	Pre-Natal Factors
282	401	176	142	299 = P
83	150	60	64	120 = C
19	28	5	8	14 = J

Protestant (P) N = 1300  
Catholic (C) N = 477  
Jewish (J) N = 74

PREVENTION OF MENTAL RETARDATION

The variable "religion" was significant (.05) when applied to the query "Can mental retardation be prevented?" There was no significance, however, when the same variable was applied to responses identifying means by which mental retardation could be prevented (Tables Rel.-5, Rel.-5a).

TABLE Rel.-5

CAN MENTAL RETARDATION BE PREVENTED?

Yes	No	No Response
426	518	7 = P
158	202	5 = C
29	16	0 = J

Protestant (P) N = 951  
Catholic (C) N = 365  
Jewish (J) N = 45



TABLE Rel.-5a

HOW TO PREVENT MENTAL RETARDATION  
(BASED UPON 613 "YES" ANSWERS)

Pre-Natal Care of Mother	Better Obstetrics	Sterilize Unfit Parent	Better Diet/ Nutrition	Research	Vague Re- sponses Re: Parental Habits	Religion	P.K.U. Test	Other/Don't Know
163	53	18	15	33	27	3	26	118 = P
65	15	0	6	11	9	1	19	59 = C
10	3	0	2	3	2	0	4	14 = J

Protestant (P) N = 456\*

Catholic (C) N = 185\*

Jewish (J) N = 38\*

\*Includes multiple responses

"SOCIAL WORTH" OF MENTAL RETARDATES

When analyzed by the religion of respondents, answers to a series of statements grouping the mentally retarded on perceived social worth displayed significant differences on the proportion of mental retardates who would make good employees (.05); and, the proportion of mental retardates who would make good parents (.01) (Table Rel.-6).

PARTICIPATION IN VARIOUS ROLES/ACTIVITIES/FUNCTIONS

Significant differences in responses reflecting subjects' attitudes towards various roles/activities/functions for the mentally retarded were evidenced when this area was explored by the "religion" variable. Specific statements indicated whether the mentally retarded should:

Go downtown alone (.05)

Get medical care at  
regular hospitals (.05)

Drink liquor (.01)

Marry (.01)

Have a family  
(children) (.01)

(Table Rel.-7)

TABLE Rel.-6

PERCEIVED SOCIAL WORTH OF THE MENTALLY RETARDED

What proportion of mental retardates would make good:	Almost All	Most	Some	Only A Few	None	Don't Know	Not Answered
Employees	94	202	419	195	26	13	2 = P
	28	97	167	66	5	1	1 = C
	6	9	19	9	1	1	0 = J
Neighbors	161	313	310	128	18	19	2
	65	133	112	44	3	6	2
	6	15	20	2	1	1	0
Friends	169	275	317	148	19	21	2
	74	112	116	50	3	6	4
	6	9	16	8	4	2	0
Citizens	181	297	293	132	24	22	2
	87	120	101	41	9	4	3
	12	11	16	8	4	2	0
Parents	28	57	219	318	284	42	3
	14	38	105	104	80	20	4
	4	4	17	14	5	1	0
Husbands/Wives	36	84	264	310	203	50	4
	15	36	123	102	67	20	2
	3	4	16	16	4	2	0
Protestant (P) N = 951							
Catholic (C) N = 365							
Jewish (J) N = 45							

RANKING SERVICES FOR THE MENTALLY RETARDED

The religion of respondents was not a significant factor in ranking the most important services for the mentally retarded (Table Rel.-8).

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING TO HELP THE MENTALLY RETARDED

Significance at the .01 level was evidenced when responses indicating whether subjects knew of groups/associations working to help the mentally retarded were analyzed by the "religion" variable; however, no significance was evidenced in answers indicating whether the respondents had participated in a program or a drive to help the mentally retarded (Tables Rel.-9, Rel.-9a).

TABLE Rel.-7

RESPONDENTS' ATTITUDE TOWARDS VARIOUS ROLES/ACTIVITIES/FUNCTIONS  
FOR THE MENTALLY RETARDED

Should Mental Retardates:	Yes	No	Don't Know	Not Answered
Go Downtown Alone	286	598	65	2 = P
	118	225	20	2 = C
	23	17	5	0 = J
Get Medical Care At	776	152	22	1
Regular Hospitals	297	65	2	1
	44	1	0	0
Use Public Beaches	709	214	24	4
and/or Playgrounds	278	72	13	2
	37	6	2	0
Drink Liquor	47	870	33	1
	30	315	19	1
	13	30	1	1
Drive A Car	108	790	50	3
	57	295	12	1
	8	36	1	0
Vote	361	510	77	3
	151	184	27	3
	23	20	2	0
Marry	305	571	70	5
	128	202	34	1
	23	15	7	0
Have A Family	171	704	74	2
(Children)	92	236	36	1
	16	23	5	1
Protestant (P) N = 951				
Catholic (C) N = 365				
Jewish (J) N = 45				

GROUPING THE MENTALLY RETARDED

The religion of respondents significantly effected answers group-  
ing the proportion of mentally retardates that:

Look differently (.01)

Should be in institutions (.01)

Should be cared for at home (.05)

Can be self supporting (.05)

(Table Rel.-10)

TABLE Rel.-8

RATING OF MOST IMPORTANT SERVICES FOR THE MENTALLY RETARDED								
	Special Classes / Education	Research (Study Causes)	Foster Homes	Counseling for Parents of Retardates	Institutions	Centers Where Retardates Can Learn Jobs	Day Care Centers	Not Answered
Most Important	395	267	21	98	42	109	7	12 = P
	154	103	11	30	24	35	4	4 = C
	22	13	0	3	3	3	1	0 = J
Second Most Important	265	209	47	179	41	182	18	10
	109	92	13	62	14	64	6	5
	15	16	0	4	1	9	0	0
Third Most Important	117	167	64	181	66	295	49	12
	42	77	17	83	24	101	17	4
	4	7	3	11	2	13	5	0
Protestant (P)	N = 951							
Catholic (C)	N = 365							
Jewish (J)	N = 45							

TABLE Rel.-9

KNOWLEDGE OF GROUPS/ASSOCIATIONS WORKING  
TO HELP THE MENTALLY RETARDED

Has respondent heard  
of such organizations?

	Yes	No
	559	392 = P
	216	149 = C
	39	6 = J
Protestant (P)	N = 951	
Catholic (C)	N = 365	
Jewish (J)	N = 45	

TABLE Rel.-9a

PARTICIPATION IN A PROGRAM OR DRIVE TO HELP THE MENTALLY  
RETARDED (BASED UPON 814 "YES" ANSWERS)

Has respondent participated  
in such activity?

	Yes	No
Protestant (P)	263	296 = P
Catholic (C)	88	128 = C
Jewish (J)	18	21 = J

TABLE REL.-10

GROUPING OF THE MENTALLY RETARDED  
ON VARIOUS STATEMENTS

What proportion of Mental Retardates:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Look Dif- ferently	186 61 1	220 87 4	296 109 24	207 92 15	32 13 1	10 3 0	0 0 0	=P =C =J
Are Mentally Ill or Insane	37 23 0	71 22 0	274 101 12	449 167 23	63 28 6	54 23 2	3 1 2	
Can Live "Normal" Lives	98 44 4	313 148 19	349 121 18	161 39 4	13 9 0	14 3 0	3 1 0	
Should Be In. Institutions	34 13 1	96 14 2	336 154 11	436 159 27	23 16 2	23 9 1	3 0 1	
Had Mentally Retarded Par- ents	12 0 0	32 12 2	260 87 11	450 181 17	83 37 9	111 47 6	3 1 0	
Can Have Normal Child- ren	69 43 4	149 54 6	265 95 16	226 80 11	112 29 1	127 62 7	3 2 0	
Should Be Cared For at Home	82 35 2	233 105 16	381 138 14	188 64 10	48 17 1	15 5 2	4 1 0	
Can Be Self- Supporting	43 16 1	191 82 12	379 162 22	277 80 8	48 16 1	12 8 1	1 1 0	
Cannot Ever Learn To Do Anything For Themselves	21 3 0	38 17 6	204 85 13	624 228 23	49 27 3	15 5 0	0 0 0	

Protestant (P) N = 951  
Catholic (C) N = 365  
Jewish (J) N = 45



TABLE REL.-11.

AGREEMENT UPON MISCELLANEOUS STATEMENTS  
REGARDING THE MENTALLY RETARDED

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't know	Not Answered	
MR Never Know They	59	300	456	104	31	1	=P
Differ From Other	25	125	171	32	12	0	=C
People	2	8	22	7	6	0	=J
MR Children Have A	284	523	106	27	8	4	
Right to Public	122	196	38	5	3	0	
Education	22	20	2	1	0	0	
A MR Adult Living	11	89	486	338	26	1	
In Neighborhood	4	16	167	173	4	1	
Would Tend to Lower	0	1	28	16	0	0	
Property Values							
Programs For MR Are	17	116	460	281	77	0	
Too Expensive In Re-	9	29	184	115	28	0	
lation to What the	2	3	24	14	2	0	
MR Gains From Them							
A MR Youth Should	15	209	523	152	51	1	
Not Expect to Par-	5	71	217	57	14	1	
ticipate in Teenage	0	9	25	9	2	0	
Community Activities							
You Can Usually Tell	85	446	324	80	16	0	
A MR By His Looks/	33	149	140	38	5	0	
Appearance	0	12	29	3	1	0	
Most Parents of MR	346	545	29	8	20	3	
Can Have Other	148	200	4	1	12	0	
Normal Children	20	25	0	0	0	0	
Parents Should Al-	202	614	100	5	27	3	
low Normal Child To	79	248	27	2	9	0	
Play With MR Child	10	28	7	0	0	0	
I Would Not Want My	14	86	517	300	12	2	
Child To Attend A	1	28	195	134	7	0	
School That Also Has	0	4	27	14	0	0	
Classes for MR Child							
Most People Feel Un-	61	511	300	52	24	0	
comfortable In The	24	168	143	20	10	0	
Presence of MR Person	21	24	17	1	1	0	

Protestant (P) N = 951

Catholic (C) N = 365

Jewish (J) N = 45



TABLE REL.-12

GROUPING THE MENTALLY RETARDED  
ON VARIOUS ROLES/ABILITIES

What Proportion of Mental Re- tardates Can:	Almost All	Most	Some	Few	None	Don't know	Not Answered	
Learn To Read	151	321	341	118	3	16	1	=P
And Write	56	145	134	26	1	3	0	=C
	8	17	17	2	0	1	0	=J
Learn To Add	97	267	379	181	10	6	1	
And Subtract	32	128	153	48	2	2	0	
	4	18	17	6	0	0	0	
Learn To Feed	343	447	129	27	0	3	0	
Themselves	120	191	48	5	0	1	0	
	16	20	9	0	0	0	0	
Learn To Dress	308	438	158	39	1	6	1	
Themselves	107	195	55	7	0	1	0	
	15	23	7	0	0	0	0	
Learn To Use	97	247	364	188	30	16	4	
Public Trans.	38	115	143	63	3	3	0	
	7	13	17	7	1	1	1	
Learn To Do	95	263	402	159	19	8	5	
Simple Sewing	38	129	142	48	2	5	1	
	7	16	16	5	0	1	0	
Learn To Drive	23	51	283	352	210	30	2	
A Car	7	32	115	114	91	6	0	
	2	5	12	15	5	6	0	
Learn To Dance	128	281	321	178	26	15	0	
	59	126	119	53	4	4	0	
	9	14	13	8	0	1	0	
Have A Regu-	48	194	411	226	48	20	4	
lar Job	20	93	169	72	9	2	0	
	7	12	15	7	2	2	0	

Protestant (?) N = 951

Catholic (C) N = 365

Jewish (J) N = 45

MISCELLANEOUS STATEMENTS ABOUT THE MENTALLY RETARDED

The extent of agreement upon the following statements about the mentally retarded differed significantly when analyzed by the religion of respondents:

Mental retardates never know they differ from other people (.05)

A mentally retarded adult living in the neighborhood would tend to lower property values (.05)

You can usually tell a retarded by his looks/appearance (.01)

(Table Rel.-11)

RATING THE MENTALLY RETARDED ON ABILITY TO PERFORM VARIOUS FUNCTIONS

The variable "religion" elicited significantly different responses in grouping the proportion of mental retardates who could learn to drive a car (.05); and, in grouping the proportion of mental retardates who could have a regular job (.01) (Table Rel.-12).

"CURES FOR MENTAL RETARDATION

No significant differences in responses were evidenced when the question "Can mental retardation be cured?" was analyzed by the variable "religion" (Table Rel.-13).

TABLE Rel.-13

CAN MENTAL RETARDATION BE CURED?

Yes	No	Not Answered
119	823	9 = P
51	308	6 = C
8	37	0 = J

Protestant (P) N = 951  
Catholic (C) N = 365  
Jewish (J) N = 45

## SEMANTIC DIFFERENTIAL

Figure Rel.-1 graphically presents mean responses by Protestant, Catholic, and Jews on word pairs in the semantic differential. In all cases, analysis indicated that each of these religions ranked the mentally retarded significantly lower (.01) than they ranked a normal person. (Practical consideration has prevented analysis of these scores by the variable "religion").

For both the "mentally retarded" and "normal" semantic differential, no significant differences were evidenced in statements indicating whether the respondents were thinking of a child or adult; a male or female. (Tables Rel.-14, Rel.-14a, Rel. -15, Rel.-15a).

TABLE Rel.-14  
SEMANTIC DIFFERENTIAL

Respondent was thinking about:	Child	Adult	NORMAL Both	No One In Par- ticular	Don't Know	Not Answered
	45	605	115	172	1	13 = P
	22	249	38	49	1	6 = C
	1	27	4	13	0	0 = J

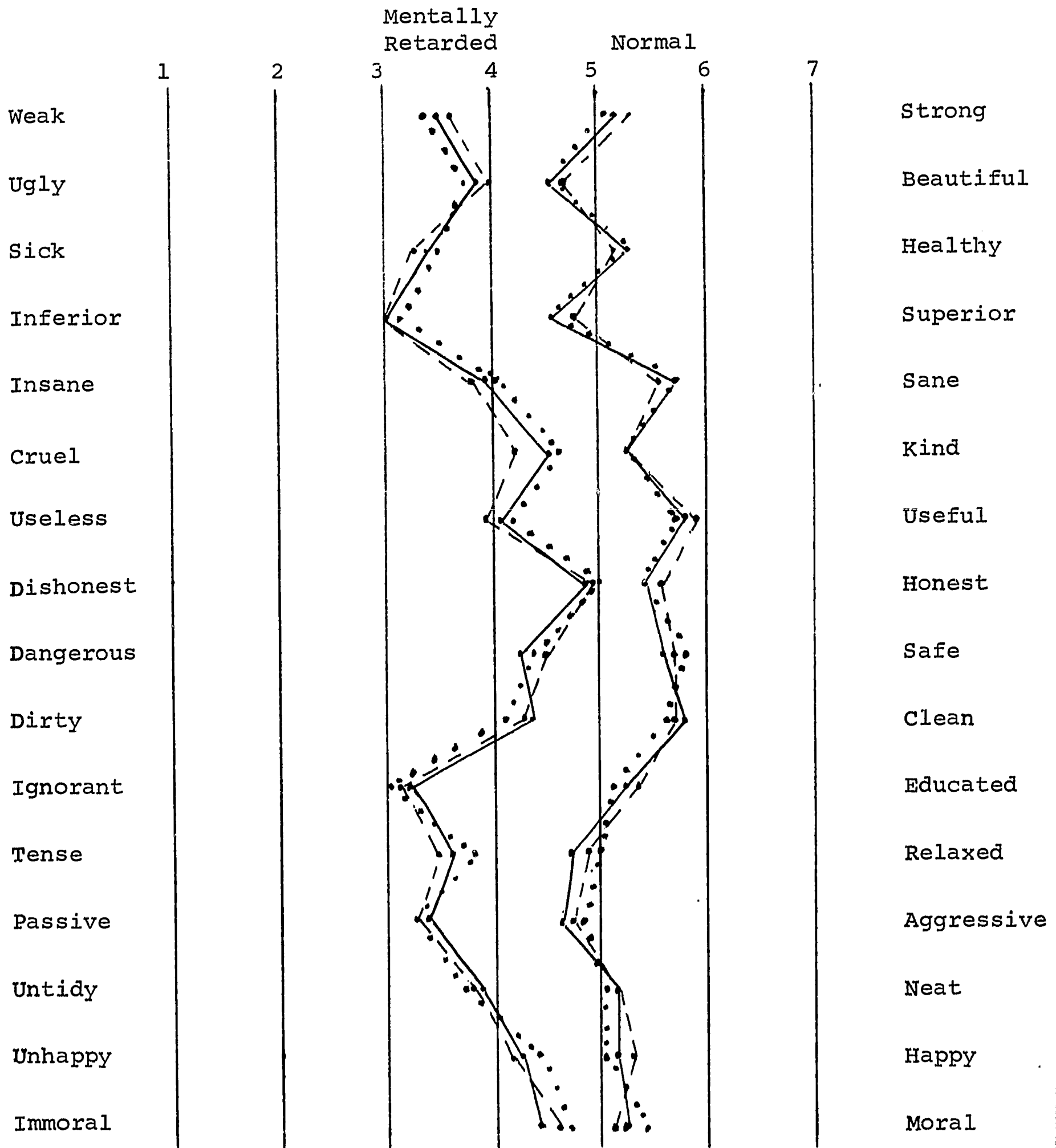
Protestant (P) N = 951  
Catholic (C) N = 365  
Jewish (J) N = 45

TABLE Rel.-14a

Respondent was thinking about:	Male	Female	Both	No One In Par- ticular	Don't Know	Not Answered
	173	60	378	323	2	15 = P
	94	21	134	109	1	6 = C
	6	4	15	19	1	0 = J

Protestant (P) N = 951  
Catholic (C) N = 365  
Jewish (J) N = 45

Semantic Differential  
Variable: Religion\*



\* See narrative section  
for statistical analysis

Figure Rel.-1

TABLE Rel.-15

SEMANTIC DIFFERENTIAL  
RETARDED

Respondent was thinking about:	Child	Adult	Both	No One In Particular	Don't Know	Not Answered
	350	263	165	145	2	18 = P
	143	102	57	57	1	5 = C
	13	11	9	11	0	1 = J

Protestant (P) N = 951

Catholic (C) N = 365

Jewish (J) N = 45

TABLE Rel.-15a

Respondent was thinking about:	Male	Female	Both	No One In Particular	Don't Know	Not Answered
	195	79	383	272	3	19 = P
	89	40	130	100	1	5 = C
	8	5	15	15	0	2 = J

Protestant (P) N = 951

Catholic (C) N = 365

Jewish (J) N = 45

RESPONDENTS ACQUAINTANCE WITH A MENTALLY RETARDED PERSON

The religion of respondents did not have a significant impact upon answers indicating whether or not the subject felt that they knew a mentally retarded person. (Table Rel.-16).

TABLE Rel.-16

RESPONDENTS' ACQUAINTANCE WITH A MENTALLY  
RETARDED PERSON

Respondent knows a mentally retarded person:	Yes	No	Not Answered
	789	158	4 = P
	292	73	0 = C
	36	9	0 = J

Protestant (P) N = 951

Catholic (C) N = 365

Jewish (J) N = 45

## ANALYSIS OF SEMANTIC DIFFERENTIAL

### GENERAL ANALYSIS

Profiles graphically displaying respondents' rankings for both the mentally retarded and normal individuals on the semantic differential are presented for the total sample group as well as for each of the independent variables. Accompanying these figures are narrative interpretations indicating the statistical significance. (See index for appropriate pages)

Also included for the total sample and each of the variables are tabular data and interpretations indicating whether the respondent was thinking of a child or adult; a male or female, when answering the semantic differential. (See index for appropriate pages)

### FACTOR ANALYSIS

Tabular data relevant to factor analysis of the semantic differential are presented in Tables SD1, SD2, SD3 and SD4.

Varimax rotation disclosed loadings on three factors. Double loadings (mentally retarded and normal) occurred on factor one (which appears to represent "overt" characteristics) and on factor two (which appears to represent "covert" characteristics). A third factor (which appeared to be "evaluative-judgmental" in nature) loaded only for the normal.



## SEMANTIC DIFFERENTIAL POIARITIES WITHIN NORMAL GROUP

COLUMN = 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ROW 1	1.00														
ROW 2	-.04	1.00													
ROW 3	.49	-.02	1.00												
ROW 4	-.02	.36	-.04	1.00											
ROW 5	.32	.00	.44	-.05	1.00										
ROW 6	-.09	.36	-.19	.37	-.20	1.00									
ROW 7	.37	-.06	.44	-.07	.50	-.29	1.00								
ROW 8	.39	-.02	.39	-.05	.41	-.30	.57	1.00							
ROW 9	-.05	.31	-.16	.35	-.26	.64	-.26	-.29	1.00						
ROW 10	.34	-.08	.40	-.06	.43	-.25	.60	.63	-.28	1.00					
ROW 11	-.11	.35	-.12	.38	-.19	.56	-.26	-.25	.58	-.26	1.00				
ROW 12	.32	.03	.34	.01	.33	-.21	.40	.48	-.14	.46	-.14	1.00			
ROW 13	.33	.08	.30	.04	.28	-.04	.29	.33	-.01	.32	-.06	.35	1.00		
ROW 14	-.12	.35	-.16	.36	-.23	.56	-.27	-.29	.60	-.35	.61	-.21	-.09	1.00	
ROW 15	.40	-.03	.43	-.04	.38	-.27	.51	.62	-.18	.57	-.25	.58	.41	-.28	1.00
ROW 16	-.03	.34	-.14	.34	-.23	.52	-.24	-.30	.56	-.28	.53	-.17	-.02	.60	-.25
															1.00

TABLE SD-2  
CORRELATIONAL MATRIX  
SEMANTIC DIFFERENTIAL POLARITIES WITHIN RETARDED GROUP

COLUMN =	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ROW 1	1.00															
ROW 2	.10	1.00														
ROW 3	.44	.05	1.00													
ROW 4	.04	.35	-.00	1.00												
ROW 5	.31	.05	.39	.03	1.00											
ROW 6	.20	.37	.12	.23	.03	1.00										
ROW 7	.28	-.05	.34	-.02	.42	-.06	1.00									
ROW 8	.19	.06	.23	.10	.38	-.15	.45	1.00								
ROW 9	.10	.41	.01	.27	-.07	.52	-.12	-.16	1.00							
ROW 10	.19	-.05	.24	.05	.41	-.12	.48	.50	-.14	1.00						
ROW 11	.02	.39	-.03	.49	.01	.31	-.11	.05	.38	-.09	1.00					
ROW 12	.18	.12	.30	.05	.26	.01	.15	.21	.02	.22	.05	1.00				
ROW 13	.25	.24	.22	.01	.29	.25	.23	.16	.25	.19	.08	.14	1.00			
ROW 14	.05	.40	.03	.36	.00	.40	-.10	-.05	.44	-.22	.49	.04	.18	1.00		
ROW 15	.23	.09	.34	.09	.30	-.01	.25	.28	-.06	.28	.05	.47	.17	.03	1.00	
ROW 16	.11	.33	.05	.27	.01	.44	-.00	-.11	.44	-.09	.30	.08	.26	.41	-.02	1.00

## SEMANTIC DIFFERENTIAL POLARITIES BETWEEN NORMAL AND RETARDED GROUPS

(NORMAL)

COLUMN =		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ROW	1	.01	.14	.04	.14	.01	.16	.02	.03	.14	.05	.17	.05	.11	.15	.04	.12
ROW	2	.04	.27	.07	.20	.06	.19	.01	.04	.18	-.00	.22	.06	.04	.19	.02	.21
ROW	3	.02	.16	.02	.11	.02	.15	.06	.09	.13	.09	.15	.09	.13	.14	.09	.13
ROW	4	.11	.05	.13	.08	.21	.00	.16	.14	-.01	.16	.05	.10	.09	.01	.08	.01
ROW	5	.06	.13	.11	.18	.12	.08	.11	.12	.09	.15	.10	.10	.17	.11	.12	.08
ROW	6	.01	.23	-.02	.16	-.01	.23	-.02	-.01	.23	-.03	.28	.05	.03	.26	-.03	.21
ROW	7	.14	.11	.10	.15	.11	.08	.18	.19	.05	.18	.06	.19	.18	.04	.18	.08
ROW	8	.16	.03	.18	.06	.16	-.01	.26	.25	-.05	.31	.01	.22	.20	-.04	.24	-.01
ROW	9	.08	.21	.03	.11	.02	.21	-.03	-.03	.24	-.08	.22	.03	.07	.27	-.00	.29
ROW	10	.23	.06	.21	.14	.17	.03	.22	.27	.01	.30	.01	.22	.22	-.06	.25	-.02
ROW	11	.04	.12	.08	.09	.13	.05	.10	.05	.06	.05	.15	.04	.05	.12	.03	.10
ROW	12	-.01	.17	.02	.12	-.02	.16	-.02	.02	.14	.02	.18	.03	.08	.19	-.01	.13
ROW	13	.05	.19	.03	.19	.01	.18	-.02	.02	.17	.02	.23	.12	.03	.21	.03	.25
ROW	14	.01	.16	.03	.16	.03	.20	.01	-.01	.16	.01	.22	.00	.04	.23	-.03	.18
ROW	15	.02	.18	.04	.12	.04	.07	.05	.10	.05	.10	.10	.11	.11	.07	.11	.03
ROW	16	.06	.19	-.01	.25	-.03	.22	-.05	.00	.24	-.03	.24	.07	.09	.26	-.03	.30

## VARIMAX ROTATION

	Factor 1 (Normal)	Factor 1' (Retarded)	Factor 2 (Normal)	Factor 2' (Retarded)	Factor 3 (Normal)
1. Strong - Weak	-.59	.45	.03	-.11	.35
2. Ugly - Beautiful	-.02	.07	.45	-.57*	.26
3. Healthy - Sick	-.61*	.55*	-.07	-.04	.38
4. Inferior - Superior	-.02	.07	.48	-.56*	.27
5. Sane - Insane	-.55*	.61*	-.20	.01	.36
6. Cruel - Kind	.20	-.03	.71*	-.57*	.55*
7. Useful - Useless	-.67*	.56*	-.23	.17	.52*
8. Honest - Dishonest	-.71*	.56*	-.23	.08	.57*
9. Dangerous - Safe	.15	-.14	.76*	-.61*	.60*
10. Clean - Dirty	-.68*	.55*	-.26	.20	.56*
11. Ignorant - Educated	.18	.00	.68*	-.65*	.54*
12. Relaxed - Tense	-.62*	.47	-.08	-.08	.40
13. Aggressive - Passive	-.50*	.32	.06	-.24	.27
14. Untidy - Neat	.23	-.05	.72*	-.66*	.60*
15. Happy - Unhappy	-.74*	.56*	-.15	-.06	.58*
16. Immoral - Moral	.16	-.04	.70*	-.52*	.53*

## APPENDIXES

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Questionnaire For:  
"Public Awareness About Mental Retardation: A Survey and Analysis"  
Eastern Michigan University  
Ypsilanti, Michigan (1)

Part I

INTRODUCTION AT DWELLING UNIT: Hello, I'm (your name) from the National Opinion Research Center. We are conducting a national survey, and I'm here to interview (INSERT QUOTA QUALIFICATION). Is there someone here who fits that description?

IF YES, PROCEED WITH INTERVIEW.

IF NO, RECORD CALL ON SURS AND GO ON TO NEXT DU.

1. In your own words, what does the phrase "mentally retarded" mean to you?

9/10

2. In the last several months have you heard or read anything about mental retardation?

Yes ..... (ASK A) ..... 1 11/0

No ..... (ASK B) ..... 2

- A. IF YES: Did you read or hear about it from any of the sources listed on this card? HAND RESPONDENT CARD A. Which one (s)? Anywhere else?

Newspaper (s) ..... 1

Magazine (s) ..... 2

Books ..... 3

Radio ..... 4

Television ..... 5

Movies ..... 6

Lectures or talks ..... 7

Family or friends ..... 8

Conversation with friends,  
neighbors, colleagues  
or others ..... 9

Other (SPECIFY) ..... X

- B. IF NO: Have you ever heard or read anything about mental retardation?

Yes ..... (GO TO Q. 3) ... 1 13/0

No ..... (SKIP TO Q. 18) .2

(1) Field survey conducted by: National Opinion Research Center  
Chicago, Illinois



3. Of every thousand people in the United States, how many would you guess are mentally retarded--Would you say one in a thousand, five in a thousand, ten in a thousand, or what? RECORD IN A; THEN ASK B-E AND RECORD RESPONSE.

- A. ....are mentally retarded?..... in 1,000 14-16/yy
- B. ....are blind? ..... in 1,000 17-19/yy
- C. ....have cerebral palsy? ..... in 1,000 20-22/yy
- D. ....have paralytic polio? ..... in 1,000 23-25/yy
- E. ....have rheumatic heart disease? in 1,000 26-28/yy

4. What do you think are the most common causes of mental retardation? DO NOT READ CATEGORIES. RECORD VERBATIM AND CIRCLE APPROPRIATE CODES.

- Heredity ..... 1 29/0
- Birth injury..... 2
- Disease/illness..... 3
- Accident/trauma..... 4
- Pre-natal illness... 5
- Other (SPECIFY)..... 6
- Don't know..... 7

5. As far as you know, can anything be done at this time to prevent mental retardation?

- Yes... (ASK A)..... 8 30/0
- No.... (GO TO Q. 6). 9

A. IF YES: What can be done to prevent it?

31/0

6. As far as you know, what proportion of the mentally retarded people would make good....ASK A-F.

HAND RESPONDENT CARD B.	Almost All	Most	Some	Only Few	None	Don't Know	
A. Employees?	1	2	3	4	5	6	32/0
B. Neighbors?	1	2	3	4	5	6	33/0
C. Friends?	1	2	3	4	5	6	34/0
D. Citizens?	1	2	3	4	5	6	35/0
E. Parents?	1	2	3	4	5	6	36/0
F. Husbands or wives?	1	2	3	4	5	6	37/0

7. In your opinion, should most retarded people.....

	Yes	No	Don't Know	
A. Go downtown alone?	1	2	3	38/0
B. Get general medical care at regular hospitals?	4	5	6	39/0
C. Use public playgrounds or beaches?	1	2	3	40/0
D. Drink liquor?	4	5	6	41/0
E. Drive a car?	1	2	3	42/0
F. Vote?	4	5	6	43/0
G. Marry?	1	2	3	44/0

A. IF NO TO ANY: Why do you think mentally retarded people should not do (that/these) thing(s)?

8. As far as you know, what kind of services are available around here and in the state to help mentally retarded people? DO NOT READ CATEGORIES. RECORD VERBATIM; THEN CIRCLE APPROPRIATE CODES.

School (education.....	1	47/0
Institution.....	2	
Hospitals and clinics...	3	
Association for retarded children.....	4	
Social Agency.....	5	
Church.....	6	
Other.....	7	

9. Here is a list of services for the retarded. HAND RESPONDENT CARD C.

	A.	B.	C.
	Which would you say is the most important service needed for the retarded?	Which is the second most important?	Which is third?
Special classes to educate or train..	1 48/0	1 49/0	1 50/0
Research to learn about causes.....	2	2	2
Foster homes for children of the mentally retarded.....	3	3	3
Counseling parents of the mentally retarded.....	4	4	4
Institutions.....	5	5	5
Centers where retarded can learn jobs	6	6	6
Day care centers.....	7	7	7

10. Have you heard of any groups or associations that are working to help the mentally retarded?

Yes... (ASK A&B)... 1 51/0

No... (GO TO Q. 11).2

IF YES:

A. What is the name of the group? DO NOT READ CATEGORIES.  
RECORD VERBATIM; THEN CIRCLE APPROPRIATE CODES.

Association for Retarded Children...3 52/0  
Kennedy Foundation.....4  
Council for Exceptional Children....5  
Church.....6  
Service organization.....7  
Other (SPECIFY).....8  
Don't Know.....9

B. Have you, or any member of your family, ever helped out or taken part in a program or drive for the mentally retarded?

Yes... (ASK C)..... 1 53/0

No... (GO TO Q. 11).2

10. C. IF YES TO B: What did you do? DO NOT READ CATEGORIES.

Give money..... 3 54/0  
 Give time..... 4  
 Direct Service.... 5  
 Other (SPECIFY)... 6

11. HAND RESPONDENT CARD B AGAIN. What proportion of mentally retarded people.....

	Almost All	Most	Some	Few	None	Don't Know	
A. Look different from other people?	1	2	3	4	5	6	55/0
B. Are mentally ill or insane?	1	2	3	4	5	6	56/0
C. Can learn to live nor- mal lives?	1	2	3	4	5	6	57/0
D. Should be placed in institutions?	1	2	3	4	5	6	58/0
E. Had mentally retarded parents?	1	2	3	4	5	6	59/0
F. Can have normal children	1	2	3	4	5	6	60/0
G. Should be cared for at home?	1	2	3	4	5	6	61/0
H. Can be self-supporting?	1	2	3	4	5	6	62/0
I. Cannot ever learn to do anything for themselves?	1	2	3	4	5	6	63/0

12. Next I'm going to read you a few statements. Please tell me whether you agree strongly, agree, disagree, or disagree strongly with each statement.

	Agree Strongly	Agree	Disagree	Disagree Strongly	Don't Know	
A. Mentally retarded people never know they're dif- ferent from other people	1	2	3	4	5	64/0
B. Mentally retarded children have a right to public education.	1	2	3	4	5	65/0

2. (Continued)

Agree Strongly Agree Disagree Disagree Know  
Strongly Don't

C. A mentally retarded adult living in my neighborhood would tend to lower the value of my property.	1	2	3	4	5	66/0
D. Programs for retarded individuals are too expensive in relation to what the retarded person gains from them.	1	2	3	4	5	67/0
E. A retarded youth should not expect to participate in the teenage activities available in the community.	1	2	3	4	5	68/0
F. You can usually tell a mentally retarded person (by his appearance/ by how he looks.)	1	2	3	4	5	69/0
G. Most parents of a retarded child can have other, normal children.	1	2	3	4	5	70/0
H. A parent should allow his normal child to play with a retarded child.	1	2	3	4	5	71/0
I. I would not want my child to attend a school that also has a class for retarded children.	1	2	3	4	5	72/0
J. Most people feel uncomfortable in the presence of a mentally retarded person.	1	2	3	4	5	73/0

13. HAND RESPONDENT CARD B AGAIN. What proportion of mentally retarded people can.....

A. Learn to read and write?	1	2	3	4	5	6	10/0
B. Learn to add and subtract?	1	2	3	4	5	6	11/0
C. Learn to feed themselves	1	2	3	4	5	6	12/0
D. Learn to dress themselves?	1	2	3	4	5	6	13/0
E. Learn to use public transportation?	1	2	3	4	5	6	14/0
F. Learn to do simple sewing?	1	2	3	4	5	6	15/0
G. Learn to drive a car?	1	2	3	4	5	6	16/0
H. Learn to dance?	1	2	3	4	5	6	17/0
I. Have a regular job?	1	2	3	4	5	6	18/0

J. UNLESS "NONE" TO I: What kinds of jobs can they do?

14. We've been talkint about ways the mentally retarded might be helped. As far as you know, can anything be done at this time to cure retardation?

Yes... (ASK A) .....1 21/0

No... (GO TO Q. 15) .....2

A. IF YES: How can retardation be cured?



15. Up till now we've been talking about mentally retarded people. Let's talk for a minute about normal people. Here is a short questionnaire for you to fill out describing how you would think of a normal person. HAND RESPONDENT WHITE WORD PAIR SHEET. This is a series of word pairs; the first is strong--weak. If you think of a normal person as being very very strong you would make a check in the box nearest "strong." If you consider a normal person to be very very weak, you would make a check in the box nearest "weak". And if you consider a normal person somewhere in between you would make a check in one of the other boxes depending on how weak or strong you think a normal person is. Please check one box for each pair of words.

WHEN RESPONDENT FINISHES, TAKE BACK SHEET AND ASK.....

- A. When you filled this out, were you thinking of a child or adult?

Child.....	1	55/0
Adult.....	2	
Both.....	3	
No one in particular....	4	
Don't Know.....	5	

- B. Were you thinking of a male or a female?

Male.....	1	56/0
Female.....	2	
Both.....	3	
No one in particular....	4	
Don't know.....	5	

- 
16. Here is another sheet of word pairs, only this time I would like you to make checks in boxes to describe a mentally retarded person. HAND RESPONDENT PINK WORD PAIR SHEET.

WHEN RESPONDENT FINISHES, TAKE BACK WORD SHEET AND ASK.....

- A. When you filled this out were you thinking of a child or an adult?

Child.....	1	57/0
Adult.....	2	
Both.....	3	
No one in particular....	4	
Don't know.....	5	

16. (Continued)

B. Were you thinking of a male or a female?

Male.....1 58/0  
Female.....2  
Both.....3  
No one in particular....4  
Don't know.....5

17. Have you ever known a person who you thought was mentally retarded?

Yes.....(ASK A-E).....1 59/0  
No.....(SKIP TO Q. 18)..2

IF YES:

A. Is (he/she/the one you know best) a neighbor around here, a friend of the family, related to you, or what? RECORD VERBATIM; THEN CIRCLE APPROPRIATE CODES.

Member of respondent's immediate family.....1 60/0  
Other relative of respondent....2  
Someone in neighborhood.....3  
Friend of family.....4  
Person at work or related to person at work.....5  
Casual acquaintance.....6  
Other (SPECIFY).....7

B. Is that a boy or a girl (man/woman)? Male.....8  
Female.....9

C. How old is (he/she) now? \_\_\_\_\_ 62-63/y

D. (Did/Does) (he/she) live at home or in an institution?  
Home.....1 64/0  
Institution.....2  
Don't know.....3

E. (Did/Does) (he/she) attend special classes?  
Yes.....(ASK F)....4 65/0  
No.....5  
Don't know.....6

F. IF YES TO E: Did the classes help (him/her)?  
Yes....(ASK G).....7 66/0  
No.....8  
Don't know.....9

G. IF YES TO F: How did they help? 67/0

# NORMAL PERSON SEMANTIC DIFFERENTIAL

Here is a short questionnaire for you to fill out describing how you would think of a normal person.

This is a series of word pairs; the first is strong-weak. If you think of a normal person as being very-very strong, you would make a check in the box nearest "strong." If you consider a normal person to be very, very weak, you would make a check in the box nearest "weak". And if you consider a normal person somewhere in between, you would make a check in one of the other boxes depending on how weak or strong you think a normal person is. Please check one box for each pair of words.

A Normal Person is.....

Strong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Weak	23/0
Ugly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beautiful	24/0
Healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sick	25/0
Inferior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Superior	26/0
Sane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insane	27/0
Cruel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kind	28/0
Useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Useless	29/0
Honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dishonest	30/0
Dangerous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safe	31/0
Clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dirty	32/0
Ignorant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Educated	33/0
Relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tense	34/0
Aggressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Passive	35/0
Untidy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Neat	36/0
Happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unhappy	37/0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moral	38/0

# RETARDED PERSON SEMANTIC DIFFERENTIAL

Here is another sheet of word pairs, only this time I would like you to make checks in boxes to describe a mentally retarded person.

(1-4)

A Mentally Retarded Person is.....

Strong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Weak	39/0
Ugly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beautiful	40/0
Healthy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sick	41/0
Inferior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Superior	42/0
Sane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Insane	43/0
Cruel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kind	44/0
Useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Useless	45/0
Honest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dishonest	46/0
Dangerous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Safe	47/0
Clean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dirty	48/0
Ignorant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Educated	49/0
Relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tense	50/0
Aggressive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Passive	51/0
Untidy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Neat	52/0
Happy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unhappy	53/0
Immoral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moral	54/0

FORMAT FOR PART II

Now I have a few background questions.

Are you currently married, widowed, divorced, separated, or single?

Currently married.... (ASK A).....	1	10/0
Widowed..... (ASK A).....	2	
Divorced or separated (ASK A).....	3	
Single, never married (GO TO Q.30)...	4	

IF EVER MARRIED: A. How many children do you have?

_____ No. of children	11-12/yy
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A. What kind of work (do/did) you normally do?

OCCUPATION: \_\_\_\_\_ 15-17/yyy

(PROBE, IF VAGUE: What did you actually do in that job?)

INDUSTRY: \_\_\_\_\_ 18-20/yyy

(PROBE, IF VAGUE: What does that firm/organization/  
agency make or do?)

B. Are/Were you self-employed?

Yes.....	1	21/0
No.....	2	

A. What was the name of the last school you attended?

B. And what was the highest grade or year you completed in that  
school? (CODE BELOW)

No formal schooling.....	1	32/0
1-4 years.....	2	
5-7 years.....	3	
8 years.....	4	
Some high school (1-3 years).....	5	
Completed high school.....	6	
Some college (1-3 years).....	7	
Completed college.....	8	
Graduate or professional school.....	9	

What is your religious preference?

Protestant..... (ASK A).....	1	33/0
Roman Catholic.....	2	
Jewish.....	3	
Other.....	4	
None.....	5	



4. A. IF PROTESTANT: What denomination?

Baptist.....1 34/0  
Methodist.....2  
Episcopalian.....3  
Presbyterian.....4  
Lutheran.....5  
Congregational (United Church of  
Christ).....6  
Disciples of Christ.....7  
Other (SPECIFY).....8  
No denomination.....9

5. (HAND RESPONDENT CARD D) And, into which of the groups on this card did the total income for your family fall last year (before taxes)?

A. Under \$3,000.....1 47/y  
B. \$3,000 to \$3,999.....2  
C. \$4,000 to \$4,999.....3  
D. \$5,000 to \$5,999.....4  
E. \$6,000 to \$6,999.....5  
F. \$7,000 to \$7,999.....6  
G. \$8,000 to \$9,999.....7  
H. \$10,000 to \$14,999.....8  
I. \$15,000 or over.....9  
Don't know, refused.....0

(ESTIMATE:)

6. Finally, may I have your name and telephone number in case my office wants to verify this interview?

NAME:

TELEPHONE NUMBER: AREA CODE

Thank you very much for your time and cooperation. (You have been very helpful.)

FILL IN THE ITEMS BELOW IMMEDIATELY AFTER LEAVING RESPONDENT.

Time Inter- AM PM Total Length of Interview  
view Ended: Minutes 49-51/yyy

A. Respondent's Sex:

Male.....1 59/0 PSU 52-54/  
Female.....2 SU 55-58/

B. Respondent's Race:

White.....1 60/0  
Negro.....2  
Oriental.....3  
Other (SPECIFY).....4

Date of Interview:

Interviewer's Signature



EMU PUBLIC  
AWARENESS STUDY

KEY FOR CODING MEANING  
OF "MENTALLY RETARDED"

Q. 1. WHAT DOES THE PHRASE "MENTALLY RETARDED" MEAN TO YOU?

- 1 - MENTALLY DEFICIENT, BELOW AVERAGE INTELLIGENCE (no reason given).  
Do not double-code with 2 or 3.

Low IQ, Lack intelligence, Lack full mental capabilities, Sub-normal ability to think, Mind or brain not developed, Mind not up to par, Mentally slow for age, Not all there mentally

- 2 - MENTALLY DEFICIENT BECAUSE OF BIRTH INJURY, DEFECTS, BRAIN DAMAGE --  
Do not double-code with 1 or 3.

Not developed mentally because of an injury, Born with some sort of brain damage

- 3 - MENTALLY DEFICIENT FOR OTHER REASONS (Do not double-code with 1 or 2.)

Feeble-minded parents, Sickness

- 4 - SLOW LEARNER OR INCAPABLE OF LEARNING

Slow thinking, Backward, Unable to comprehend, Lack ability to grasp, Stupid

- 5 - LACK JUDGEMENT, MATURITY, SENSE OF RESPONSIBILITY

- 6 - MENTALLY ILL

Unbalanced, Crazy, Deranged, Mental disease, sickness

- 7 - NOT NORMAL, NOT RIGHT, SICK -- not otherwise specified. Do not double-code with 1-6.

- 8 - MISCELLANEOUS

- 9 - DON'T KNOW OR IRRELEVANT ANSWER

EMU PUBLIC  
AWARENESS STUDY

KEY FOR CODING SUPPLEMENTAL PHRASES  
ON MEANING OF "MENTALLY RETARDED"

- 1 - UNABLE TO SUPPORT OR CARE FOR SELVES  
Leaves them helpless, Can't operate in society, Can't do for selves, Can't cope with situations, Can't function normally
- 2 - NEED HELP, CARE, TREATMENT, SUPERVISION  
Need special training. Need supervision, Need medical attention, Need special schools
- 3 - PHYSICAL APPEARANCE, HANDICAPS  
Odd appearance, Faulty speech, Jerky movements
- 4 - THEY ARE EDUCABLE, CAN BE TRAINED FOR SOME JOBS  
Can work with their hands
- 5 - DISTINGUISHES AMONG THE RETARDED, THEY ARE NOT ALL ALIKE  
Some are better off than others, Some can be trained, Sometimes can be helped
- 6 - EXPRESSIONS OF SYMPATHY  
I feel sorry for them, I hate to see them that way, makes me sad

EMU PUBLIC  
AWARENESS STUDY

KEY FOR CODING "PREVENTION OF  
MENTAL RETARDATION"

Q. 5-A. WHAT CAN BE DONE TO PREVENT MENTAL RETARDATION:

1 - BETTER PRE-NATAL CARE OF MOTHER (except specific reference to diet)

Proper health care of expectant mother, Keep mother healthy when pregnant, As soon as you become pregnant go to a good doctor, Avoid prescribing certain drugs to expectant mothers

2 - BETTER OBSTETRICS, PREVENT BIRTH DAMAGES, DEFECTS

If could cut down on birth defects, Perhaps inducing labor before brain damage, Better care in the hospital to the baby at birth when it is being delivered, Not give excess oxygen at birth, Improved methods of birth delivery

3 - STERILIZATION OF UNFIT PARENTS

Sterilize mentally retarded so as not to produce more, Two retarded people want to marry steps should be taken so they do not reproduce

4 - BETTER DIETS for expectant mothers - or for children

They could correct their diets, Improve diets both in children and expectant mothers

5 - MORE RESEARCH

Get more scientists working on it, Further study and research

6 - MISC. OR VAGUE REFERENCES TO PARENTS' ACTIONS, HABITS

Parents can prevent it in their actions, More care of parents' habits that they are not too closely related

7 - RELIGION, PRAYER, THE BIBLE

Good old fashion bible regeneration, Prayer and faith

8 - PKU TEST

9 - OTHER MEANS OF PREVENTION

More publicity about it

EMU PUBLIC  
AWARENESS STUDY

KEY FOR NEGATIVE RESPONSES  
(QUESTION 7)

Q. 7A - Why do you think mentally retarded people should not do these things?

Read answer (s) carefully and assign one of the following codes:

COL. 46

- 1 - Respondent seems mainly concerned about the safety or health of the retarded person
- 2 - Respondent's concern is mainly about the safety of other people (who might be harmed by the retarded person)
- 3 - Respondent is concerned equally about the retarded person and other people
- 4 - Answers cannot be evaluated in these terms

EMU PUBLIC  
AWARENESS STUDY

KEY FOR CODING  
"CURE FOR MENTAL RETARDATION"

Q. 14-A HOW CAN RETARDATION BE CURED?

- 1 - PKU TEST, ANY MENTION OF EARLY DIAGNOSIS, EARLY TREATMENT
- 2 - TEACHING, TRAINING, GUIDANCE, WORK WITH THEM TO OVERCOME HANDICAP
- 3 - KINDNESS, UNDERSTANDING, SYMPATHETIC HELPFUL ENVIRONMENT
- 4 - MEDICAL CARE OR TREATMENT, OR TREATMENT, THERAPY UNSPECIFIED  
Hospitals, Surgery, Medication, Doctors, etc.
- 5 - PSYCHIATRIC CARE, MENTAL INSTITUTION, SHOCK THERAPY
- 6 - RESEARCH, FURTHER STUDY
- 7 - PATTERNING - creating new patterns of nerves to circumvent those  
damaged by brain injury. (If you have an answer that you sus-  
pect refers to patterning but are not sure that it does, check  
with supervisor.)
- 8 - MISCELLANEOUS
- 9 - DON'T KNOW HOW, VAGUE UNCODABLE ANSWERS

## KEY FOR OCCUPATIONAL CODING

### 1. PROFESSIONAL, SEMI-PROFESSIONAL

Definition: Persons performing advisory, administrative, or research work requiring professional, scientific, or technical training at college level or its equivalent; or performing work in a restricted field of science or art which requires academic study or extensive practical experience.

Examples: Professional -- actors, artists, clergymen, technical engineers, lawyers, pharmacists, teachers, trained and student nurses. Semi-professional -- Dancers, draftsmen, surveyors.

### 2. FARMERS, FARM MANAGERS

Definition: Farmers -- Persons who, as owners or tenants, operate a farm for the production of crops or animals. (Excluding forestry.) Farm managers -- Persons who, as paid employees, operate a farm for the production of crops or animals.

### 3. PROPRIETORS, MANAGERS, AND OFFICIALS (except farm) and excluding self-employed craftsmen.)

Definition: Proprietors -- Persons who own, and, alone or with assistants, operate their own business and are responsible for making and carrying out its policies.

Managers -- Persons who, as paid employees, carry out such activities. Officials -- Persons who have defined executive and administrative responsibilities.

Examples: Railroad conductors, postmasters and miscellaneous government officials.

### 4. CLERICAL, SALES AND KINDRED WORKERS

Definition: Clerical or kindred workers are persons who, under supervision, perform one or more office activities which are generally of a routine nature.

Examples: Clerical -- railway mail clerks, bookkeepers, cashiers, mail carriers, messengers, office machine operators, typists, telegraph operators, typists, telegraph operators, telephone operators, etc.

Sales -- canvassers and solicitors, hucksters and peddlers, newsboys, insurance agents and brokers, salesmen.

### 5. CRAFTSMEN, FOREMEN, AND KINDRED WORKERS

Definition: Craftsmen -- Persons engaged in a manual pursuit, usually not routine, which usually requires a long period of training or apprenticeship, and which calls for a high degree of judgment and manual dexterity and ability to work with a minimum of supervision.

Foremen -- Persons who direct other workers under the supervision of a proprietor or manager.



Examples: Bakers, blacksmiths, carpenters, compositors and type-setters, electricians, inspectors, locomotive engineers and firemen, machinists, painters (constr.), plasterers, plumbers, roofers, shoemakers and repairers (not in factory), stationary engineers, tailors and furriers.

6. OPERATIVES AND KINDRED WORKERS

Definition: Persons engaged in a manual pursuit, usually routine, for which little preliminary training, a moderate degree of judgment or manual dexterity, and a moderate degree of muscular force is required.

Examples: Apprentices, filling station and parking lot attendants, Railroad switchmen and brakemen, chauffeurs, truck drivers, deliverymen, bus and streetcar conductors, merchant marine sailors, welders.

7. SERVICE WORKERS

Definition: (1) Persons engaged in personal service in a private home  
(2) Persons engaged in the protection of life and property  
(3) Persons who perform cleaning and janitorial services in buildings other than private homes

Examples: (1) Housekeepers, laundresses, and servants  
(2) City firemen, guards and watchmen, policemen, enlisted men in the armed forces  
(3) Charwomen, janitors, porters  
(4) Barbers, boarding and lodging house keepers, cooks (except private homes), elevator operators, practical nurses, waiters, bartenders

8. FARM LABORERS AND FOREMEN

Definition: Farm laborers are persons who work under direction on a farm -- excluding persons engaged in forestry occupations and laborers at cotton gins, packing houses, etc., on farms. (Includes unpaid family workers.)

9. LABORERS (Except farm and mine)

Definition: Persons engaged in a manual pursuit, usually routine, which usually requires no special training, judgment, or manual dexterity, and in which the laborer usually supplies mainly muscular strength for the performance of coarse, heavy work

Examples: Fishermen, longshoremen, stevedores, etc.

NOTE:

Categories 8 and 9 are combined in the study.

CODE FOR DEMOGRAPHIC AREAS

First digit: Size of place (Col. 52)

6....Ten largest metropolitan areas

1. New York
2. Chicago
3. Los Angeles
4. Philadelphia
5. Detroit
6. Baltimore
7. Houston
8. Cleveland
9. Washington, D.C.
10. St. Louis

7....Other metropolitan areas

8....Counties with town of 10,000 or over

9....Counties with no town as large as 10,000

CODE FOR GEOGRAPHIC AREAS

Second digit: (Geographic area (Col. 53))

1....New England

Maine, New Hampshire, Vermont, Massachusetts,  
Rhode Island, Connecticut

2....Middle Atlantic

New York, New Jersey, Pennsylvania

3....East North Central

Ohio, Indiana, Illinois, Michigan,  
Wisconsin

4....West North Central

Minnesota, Iowa, Missouri, North Dakota  
South Dakota, Nebraska, Kansas

5....South Atlantic

Delaware, Maryland, District of Columbia,  
Virginia, West Virginia, North Carolina,  
South Carolina, Georgia, Florida

6....East South Central

Kentucky, Tennessee, Alabama, Mississippi

7....West South Central

Arkansas, Louisiana, Oklahoma, Texas

8....Mountain

Montana, Idaho, Wyoming, Colorado, New Mexico  
Arizona, Utah, Nevada

9....Pacific

Washington, Oregon, California, Alaska, Hawaii

EXHIBIT A  
ESTIMATED PREVALENCE/INCIDENCE  
FOR  
VARIOUS DISABILITY AREAS

	<u>Estimated Prevalence</u>	<u>Estimated Incidence per Thousand</u>
Mental Retardation	6,000,000	30
Blindness	400,000	2
Cerebral Palsy	685,000 - 800,000	4
Paralytic Polio	120,000	.6
Rheumatic Heart Disease	2,200,000	11

EXHIBIT B

Add up all the victims of blindness, paralytic polio, cerebral palsy, rheumatic heart disease.

**Twice that total are mentally retarded.**

What are you going to do about it?

Write for the free booklet from the President's Committee on Mental Retardation, Washington, D. C.

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip Code \_\_\_\_\_

ADVERTISEMENTS RELEVANT TO  
PREVALENCE/INCIDENCE  
OF  
MENTAL RETARDATION

**6 million mentally retarded have enough problems without you adding to them.**

**Now, you're probably saying to yourself, "Why blame me? I didn't do anything."**

**That's the problem.**

**Do something.**

1. Encourage your schools to have special teachers and special classes to identify and help mentally retarded children early in their lives.
2. Urge your community to set up workshops to train retardates who are capable of employment.
3. Persuade employers to hire the mentally retarded and help those who cannot find work by themselves.
4. Accept the mentally retarded as fellow human beings who can become assets to their families and communities, rather than burdens on society.
5. Write for the free booklet from the President's Committee on Mental Retardation, Washington, D.C.





## AWARENESS STUDY

### SAMPLE DESIGN

The universe sampled in these studies is the total non-institutional population of the United States, 21 years of age or older. For some purposes, changes in the universe, such as the establishment of an upper age limit or the inclusion of teen-agers, are made at the request of the project directors.

The sample is a standard multi-stage area probability sample to the block or segment level. At the block level, however, quota sampling is used with quotas based on sex, age, race, and employment status. The cost of the quota samples is substantially less than the cost of a full probability sample of the same size, but there is, of course, the chance of sample biases mainly due to not-at-homes which are not controlled by the quotas. This design is most appropriate when the past experience and judgment of a project director suggest that sample biases are likely to be small relative to the precision of the measuring instrument and the decisions which are to be made.

The primary sampling units employed derived from NORC's 1953 Master Sample. The primary sampling units in the Master Sample had been selected with probabilities proportionate to their estimated 1953 populations. Population shifts in the past decade have rendered that set of PSU's a less efficient primary stage than it was when initially selected. Nevertheless, since a well-trained and experienced field force was available in that set of PSU's, it was obviously desirable to update the sample by some procedure which minimized the number of sampling units which needed to be changed. A procedure suggested by Nathan Keyfitz was employed.<sup>1</sup> It involved the comparison of the desired 1960 probabilities of selection for PSU's to their original 1950 probabilities. If the originally selected PSU had a lower original probability than was warranted by its 1960 population, it was retained in the new sample and assigned the desired probability. If the originally selected PSU had a higher probability than was now warranted, it was subjected to the possibility of being dropped. The probability of retention for such a PSU was the ratio of its desired probability to its original probability. Replacements for dropped PSU's were made from among those PSU's which had not fallen into the 1953 sample and for which the 1953 probability was lower than that desired in 1960, the probability of 1960 selection being a function of the amount of growth the unit had undergone.

Basically, this method preserves the stratification based on the 1950 classifications of geographic regions, size of largest town, median family income, economic characteristics, and in the South, by race. Counties which the Census Bureau classified as non-metropolitan in 1950 but as metropolitan in 1960 were, however, shifted to metropolitan strata. This stratification complicated the computation of selection probabilities but, in all likelihood, served to increase somewhat the efficiency of the sample.

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<sup>1</sup>Nathan Keyfitz, "Sampling Probabilities Proportional to Size," Journal of the American Statistical Association, XLVI (March, 1951), pp. 105-109.



The current set of PSU's is to be used until the 1970 census is available. For this reason, the 1960 census figures were extrapolated to 1967, the mid-point between the availability of the 1960 and 1970 census reports. For each PSU, the extrapolation was based on its population change between 1950 and 1960.

#### Selection of Sample within PSU's

Localities: Within each selected PSU, localities were ordered according to cities with block statistics, other urban places, urbanized Minor Civil Divisions, the non-urbanized MCS's, with the places ordered by 1960 population within each of these categories. Localities were selected from this list using a random start and applying a designated skip interval to the cumulative 1960 population. This provided stratification according to size and urban type of locality, and at the same time selection with probability proportionate to size.

Where available, 1960 Census block statistics were used. Blocks were selected with probabilities proportionate to the population in the block. In places without block statistics, Census enumeration districts were selected with probabilities proportional to the number of households. The selected districts were then divided into segments and estimates of the number of households within each segment were obtained by field counts. The selection of segments was then made with probability proportionate to the number of households.

The average cluster size in Amalgam Surveys is 3.5 respondents per cluster. This seems to provide a suitable balance of precision and economy. Although sampling errors cannot be computed directly since this is a quota sample, one can make estimates of variability using procedures such as those outlined by Stephan and McCarthy.<sup>2</sup> Past experience would suggest that for most purposes this sample of 1,500 could be considered as having about the same efficiency as a simple random sample of 1,000. Thus, in the simple binomial case, the observed percentages would have the following sampling errors:

<u>Observed Percentage</u>	<u>Estimated One Standard Error</u>
50%	1.6%
40 or 60	1.5
30 or 70	1.4
20 or 80	1.3
10 or 90	0.9
5 or 95	0.7

At the block or segment level, the interviewer begins her travel pattern at a random dwelling unit which has been previously designated and proceeds in a specified direction until her quotas have been filled. In the South, segments have been selected by race of respondent. This has been done since accuracy of response is increased when Negroes are interviewed by Negro interviewers in the South. Elsewhere, the interviewer is given no race quotas.

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<sup>2</sup>Frederick Stephan and Philip McCarthy, Sampling Opinions (John Wiley & Sons, New York, 1958), Chapter 10.

The quotas call for approximately equal numbers of men and women with the exact proportion in each location determined by the 1960 Census. For women, the additional requirement is imposed that there be the proper proportion of employed and unemployed women in the location. Again these quotas are based on the 1960 Census. For men, the added requirement is that there be the proper proportion of men over and under 30 in the location.

These particular quotas have been established because past experience has shown that employed women and young men under 30 are the most difficult to find at home for interviewing. Although the interviewer can interview at any time, the quotas cause a large number of interviews to be made on weekends and in the evening.

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